DOCUMENT RESUME

ED 106 603 CE 003 775

AUTHOR Cottrell, Milford C., Ed.
TITLE World of Work: Elementary School Career Education: Available Units.
INSTITUTION Utah State Board for Vocational Education, Salt Lake City.
PUB DATE 74
NOTE 95p.; For related documents, see CE 003 776-8
AVAILABLE FROM World of Work Office, Provo School District, P.O. Box 949, Provo, Utah 84601 ($1.25 per unit); Part of the text printed on colored paper may not reproduce clearly

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS *Career Awareness; *Career Education; *Catalogs; Elementary Education; Integrated Curriculum; Learning Activities; Resource Guides; *Resource Units; *Teacher Developed Materials
IDENTIFIERS *World of Work

ABSTRACT

The Utah World of Work Project focused on career awareness for elementary children, with the objectives of assisting elementary children to become aware of themselves, their potential, the world about them, and how people function in the working world. The project personnel and teachers developed and field tested units of study which could be adopted into the existing curriculum. Each unit contains sufficient lessons to cover the unit topic; each lesson contains the major concept to be taught, the objective to be reached, and suggested learning activities, with appropriate resources either included or suggested. The catalog provides a summary of content and suggested activities for 92 units now available, organized by grade level and coordinated with appropriate curriculum areas and World of Work Project objectives. These relationships are also presented in chart form, to assist teachers in the selection of units. The catalog section is followed by an outline of a unit including a sample lesson. A list of project-developed materials for a World of Work Career Education Training Program for preservice and inservice teachers is also included. (SA)

World of Work

ED 106 603

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Elementary School Career Education Available Units

ED106603

World of Work

Elementary School Career Education Available Units

3

WORLD OF WORK

A Career Education Program
Funded by
Vocational Education Division
The Office of The Utah State
Superintendent of Public Instruction
and by
Provo - Ogden - Davis
Logan - Weber
School Districts

World of Work Program
Ray D. Warner, Ed.D.--Director
P.O. Box 949
Provo, Utah 84601
1974

Compiled and Edited by
Milford C. Cottrell, Ed.D.

TABLE OF CONTENTS

	Page
Ordering World of Work Units	1
Career Education Training Program	2
Foreword	3
Career Education	6
World of Work Project	10
Unit Catalog	13
Scope and Sequence Chart	15
Homemakers	18
Parents' Work from "A" to "Z"	18
Our School Workers	19
The Five Senses	19
The Dairy Farm	21
Hospital	21
House Builders	22
Our Friend the Policeman	22
News to Me	23
Simple Machines	23
Zoo Animals and Workers	24
What Am I Like?	24
The Egg Industry	25
Bicycle Laws and Safety	27
The Dentist	27
The Druggist	28
Concrete and Masonry	28
Fire Department	29
Food Services	29
Post Office Workers	30
Restaurants	30
Small Farmer	31
The Supermarket	31
Is It Good to Be Different?	32
Sounds All Around	32
Hotels and Motels	33
The Bakery	35
Big Machines	35
Community Workers	36
The Optometrist	36
Political Workers--City	37

4a

Page

What Things Do I Do Best? 37
The Sheep Industry 38
The Telephone 38
Honey Industry 39
The Garbageman 39
Clothing 40
Turkey Industry 40
Electricity and the Power Plant 43
Food Services 43
Fruit and Grain Farmers 44
Iron and Steel 44
The Nurse 45
Nutrition 45
Musical Instruments 46
Political Workers, State and County 46
Printing and Graphics 47
Radio and Television 47
Railroads 48
Surveyor 48
Transportation 49
Water Usage and Conservation 49
Weather and Meteorology 50
What Are My Interests? 50
Veterinarian 51
The Garment Factory 51
The Plumber 52
The Jeweler 52
Librarian 53
Manufacturing 53
Airlines 55
The Barber and the Beautician 55
Mining 56
The Carpenter 56
Forest Services 57
The Beef Industry 57
The Mechanic 58
The Newspaper 58
Office Workers 59
Political Workers--National 59
The Orthodontist 60
Service Station 60
Work through Art 61
Electronics 61
Who Am I? 62

Page

From Barter to Banking 62
Weights and Measures 63
Recreation 63
The Architect 65
The Bank 65
The Doctor 66
The Electrician 66
Mechanics and Repair 67
Law Enforcement 67
The Salesman 68
The Secretary 68
Aerospace Industry 69
How Am I Changing? 69
Photography 70
Horticulture 70
Baby Sitting 71
The Mortician 71
A Unit Outline 72
A Sample Lesson 73
Outline of Grade Level Units 77
World of Work Objectives 81
Index 84

ORDERING

WORLD OF WORK UNITS

The World of Work Units as summarized in this booklet can be ordered from the World of Work Office, Provo School District, P.O. Box 949, Provo, Utah 84601. Unit price is $1.25 per copy. They may be ordered by code number or by unit title.

The code number was designed to aid in retrieval and consists of two figures. The first denotes the grade level, and the second, the order in which the units were developed. For example, number 4-3 was the third unit developed for the fourth grade and K-2 was the second unit developed for kindergarten.

In no way should this number be interpreted to show a sequence for use of the units within the grade level. There are no pre-requisite units within a grade; however, there are pre-requisite units between grades. Fifth grade students studying the Electronics unit (5-14) should have the background from the fourth grade unit Electrical Power (4-1), and sixth grade students using The Electrician should have studied both 4-1 and 5-14 in preceding years. Units listed as pre-requisites are not essential for students, but would be very helpful.

The grade level assigned to each unit is a recommendation by the WOW staff. Each school may move these units to other grade levels as best fits their local situation.

World of Work Filmstrips and Tapes were developed to allow teachers to take students on a simulated field trip when such trips are not available. These may also be ordered from the World of Work Office at $7.00 for the strip and the tape.

Career Education Training Program

A World of Work Career Education Training Program for pre-service and in-service teachers has been developed at Utah State University during the last two years. This material consists of seven slide-sound presentations and a book of scripts and related career information. These slides may be purchased or borrowed from the World of Work Project Office, or from the Research Coordinating Unit at the State School Office.

The titles of these slide-sound strips are:

I. A Need for Career Education

II. Introduction to Career Education as It Relates to Vocational Education

III. Myths Related to Vocational Education

IV. Utah's World of Work Program in Career Education

V. Goals and Objectives of Utah's World of Work Program

VI. Exploratory Experiences

VII. Career Education Implementation--How to Do It

Other materials within the booklet that are designed to aid in an in-service program are:

VIII. Elements and Examples of a Successful Unit of Study

IX. Study Field Trip and Community Involvement

X. On Your Own Unit Writing

XI. Resources and supplementary Materials--Bibliography for Grade K-6

In-service training may also be obtained by inviting a member of the World of Work staff to help district personnel structure and conduct a training session for the benefit of school district personnel.

FOREWORD

The speed of change during recent decades has created a necessity for continuous study of the school curriculum if students of all ages are expected to understand some basic facts about the world in which they will spend their growing and mature years. Certainly the traditional curriculum of years past regarded as a complete course of study--but limited to reading, writing, and computation--is one that would do present-day students a great injustice.

It has become the task of the school not only to teach a given amount of factual material but, perhaps more complex, to help each student understand himself in the fast moving world into which he is to become a part. The school must be concerned about a student's analysis of self in the society of today and tomorrow. The accurate measurement of attitudes toward self, toward others, and toward the world of people remains more elusive than the measurement of skills and achievement of educational facts, but is an

extremely important element of personality with which the schools must have genuine concern.

The history of this nation clearly indicates that many persons possess intelligence of high quality and have excelled excellently in academic achievement but have failed to understand and utilize their own individual powers for their own welfare and for the society in which they have lived.

The World of Work program is concerned deeply with the way each student feels about himself and the self potential he possesses to be used in a constructive way.

It is believed the world of work program largely is the spinal cord of the social studies curriculum. The social studies is and must be concerned about people There are social groups or societies in the animal and insect world. Sheep and ants are such examples, their social values or needs never change. The social studies in the schools fundamentally are concerned about people--not people, particularly, in the abstract, but people as performers.

The many things people do and why they do as they do or fail to do is answered in the World of Work program. People work for different reasons. Some work only to have a "job" that provides an income with which to pay the cost

of food, clothing, shelter, and some recreation in our society. Others work for the sheer joy of a physical or mental activity. Still others work for the satisfaction to self and to others by providing a service or meeting a need for some one or some group.

Within these recent decades science and technology have changed greatly the work patterns of people. During earlier years of this century most people lived in small rural communities or on farms. All adults and all children tended to do the same kind of work in order to survive The family was self sufficient as an economic unit. It not only raised its own food but likewise it tended to meet all other needs of this very rural society. Science and technology then began the great quest for various kinds of power machinery. The search of science has not only relieved the race from the single vocation of a rural self-supporting drudgery but has divided and divided again and again the kinds of work that people currently do. Science continues to explore and discover, and engineering technologists endlessly use the discoveries and new truth made available by science to once more divide and redivide the work that people do in our working world.

CAREER EDUCATION

Career education is a relatively new term attached to a concept held by some educational leaders of the past. It is not a new term applied to vocational education. Vocational education is a part of career education but career education goes beyond vocational education to encompass the entirety of the school curriculum.

When the number of school dropouts is added to the number of college dropouts and the number of high school graduates who are unqualified for full time employment and have not the academic skills, desire, or plan to enroll in college; the number is staggering (about 2.5 million each year) and comprises about 80 percent of those leaving formal schooling each year.

Society has conceptually developed a dichotomized society--those who go to college and those who do not. A large segment of society looks upon those who do not go to college as being socially less acceptable than those who do. In the face of what the future has to offer, society must change its view.

According to the 1970-1971 edition of the Occupational Outlook Handbook, during the decades of the 70's society can expect:

1. The number of professional and technical workers will increase by half.
2. Eighty percent or more of all jobs will require fewer than four years of college.
3. Half or more of the total work force will be white collar.
4. Seven out of every ten workers will be in service jobs.
5. There will be strong demand for such things as computer operation, engineers, medical specialists, and industrial education teachers.
6. More than 40 million new workers will enter the work force.
7. There will be a need for 31,000 engineering and industrial technicians each year.
8. There will be jobs for about 15,300 new draftsmen each year.
9. A need for about 20,000 new craftsmen in metal machine occupations each year.
10. It is estimated that there will be a need for about 23,000 welders each year.
11. The next ten years will see a need for about 20,000 new plumbers each year.

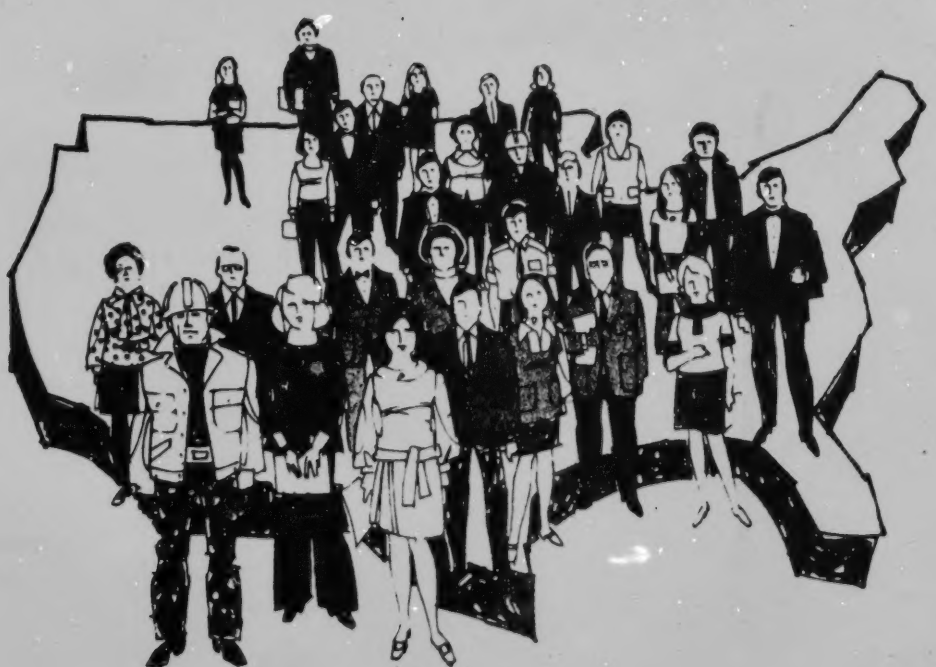
State training schools are preparing only half enough technically trained people to fill the job openings.

Others are filled by job seekers with no special training or skills. At any given time of the year there are a sufficient number of job openings to employ those listed as unemployed. The problem is that the unemployed do not have the skills and/or desire to meet the job entry requirements of the listed job openings.

> The main purpose of Career Education is to prepare all students for successful and rewarding lives by improving their basis for occupational choice, by facilitating their acquisitions of occupational skills, by enhancing their educational achievements, by making education more meaningful and relevant to their aspirations, and by increasing the real choices they have among the many different occupations and training avenues open to them.
>
> Career Education embraces all occupations and professions and can include individuals of all ages whether in or out of school.
>
> --Worthington, Assoc. Com. USOE

One of the four models which the U S.O.E. has promoted is the school-based model. This program is a part of the curriculum of all grades and subject matter areas. Children in the elementary grades participate in an awareness program where they become aware of themselves, the world about them, and a selected number of the occupations and professions. Junior high school students are exposed to occupational clusters and are expected to explore, somewhat in depth, three or four of the occupational clusters which most appeal to them. High school students continue

in exploration activities and (particularly during the last two years) develop entry skills for placement in a post high school training program or a specialized job. Ideally every high school student would be placed on the job, in further education, or in the home as a housewife.



WORLD OF WORK

The Utah World of Work Project was first funded in 1971. Its objectives were to assist elementary children become aware of themselves, their potential, the world about them, and how people function in the working world. This program has followed the general pattern which suggests that elementary children be taught awareness, leaving exploration and training for the secondary schools.

In order to accomplish the accepted responsibilities, project personnel in the World of Work Project along with district personnel were organized into task forces for the development of units of study which could be adopted into the existing curriculum. Career education is not viewed as an add-on to the curriculum but rather as an integral part of the total curriculum. One of the primary functions of Career Education is to make the total curriculum relevant to the goals, needs, and perceptions of the students.

As units were developed they were field tested. Feedback from the teachers was sought, and units were revised accordingly. Those participating in the projects have continued to write and revise units until a total of

eighty units have been written and field tested. Units exist for use in most subject matter areas and at all grade levels.

As the writers began writing a particular unit, they identified the subject matter and grade level where they thought the unit would be most appropriate. It is realized, however, that teachers, facilities, and school districts differ and that a unit appropriate to a given grade for a particular teacher in his or her assignment might be more appropriate at another grade level in a different school or district. The units have been written so they can be adapted to different grade levels.

Each unit is written with sufficient lessons to cover the unit topic. Each lesson contains the major concept to be taught, the objective, and sufficient learning experiences to achieve the objective. Resource materials are included where practical, and where it is impractical the source from which materials can be obtained is given. An outline of a unit including a sample lesson is included in this publication. (See page 72 .)

The World of Work program is a carefully designed segment of the curriculum intended to help students of all ages develop a wholesome opinion of self and an attitude that enables each person to understand the economics of the society in which one lives and to more wisely choose a vocation through which he, too, can become a benefactor to others.

UNIT CATALOG

It is suggested that the teacher obtain a unit far enough in advance to order films and filmstrips, arrange fieldtrips and convenient times for resource people to visit class, and obtain other materials mentioned for use in each unit.

It is also expected that teachers use their own creativity and perception as they work with these units. Things can be added to or deleted from the units without negating the basic concepts presented. Thus, no attempt has been made to estimate how much classroom time a unit might require. This is highly flexible.

When using the chart below, it will be necessary to refer to page 80 for the list of WOW objectives. These objectives are outlined to correspond with the coding in the WOW objective column below.

	Page	Grade	Curr. Area*	WOW Obj.	Filmstrips**	Films**	Resource P.
Homemakers	18	K	S S.	[illegible]	S-C,W		X
Parents' Work from "A" to "Z"	18	K	S.S.	IVa		S-C	X
Our School Workers	19	K	S.S.	IVb	S-C		X
The Five Senses	19	K	S.	Ib	S-C	S-C	X
The Dairy Farm	21	1	H.	IVf	S-C	S-C	X
Hospital	21	1	H	IVf	R-W		X
House Builders	22	1	S.S	Ie	S-C	S-C	X
Our Friend the Policeman	22	1	S.S.	Ic	S-W	S-C	X
News to Me	23	1	S.S.	Ie		S-C	X
Simple Machines	23	1	S	Ie	S-C	S-C	X
Zoo Animals and Workers	24	1	S	IVc	S-W		X
What Am I Like?	24	1		Ia	S-C	S-C	X

	Page	Grade	Curr Area	WOW Obj.	Filmstrips**	Films**	Resource P
The Egg Industry	25	1	S	IIb	S-C	S-C	X
Bicycle Laws and Safety	27	2	SS		S-C	S-C	X
The Dentist	27	2	H	IIIa	S-C	S-C	X
The Druggist	28	2	H	IVf	R-C		X
Concrete and Masonry	28	2	S	IVe	S-C		X
Fire Department	29	2	SS	IIIb	S-C	S-C	X
Food Services	29	2	SS	IVf	S-C	S-C	X
Post Office Workers	30	2	LA	IVf	S-C,W	S-C	X
Restaurants	30	2	SS	IIIa	S-C	S-C	X
Small Farmer	31	2	SS	IIIa	S-C	R-C	X
The Supermarket	31	2	M	IVe	S-C	S-C	X
Is It Good to Be Different?	32	2		Ia	S-C	S-C	X
Sounds All Around	32	2	S	IVf		S-C	X
Hotels and Motels	33	2	SS	IVf		S-C	X
The Bakery	35	3	H	IIIb	R-C,W		
Big Machines	35	3	S	IIIH	S-C	S-C	X
Community Workers	36	3	SS	IIIa			X
The Optometrist	36	3	H	If			X
Political Workers--City	37	3	SS	Ig, IIIc	S-C	R-C	
What Things Do I Do Best?	37	3		Ib,i	S-C	R-C	X
The Sheep Industry	38	3	SS	Ic	S-C	S-C	X
The Telephone	38	3	LA	IIIa	S-C	S-C	X
Honey Industry	39	3	S	Ic	R-C	S-C	
The Garbageman	39	3	H	Ic	R-C	R-C	X
Clothing	40	3	SS	III[illegible],h	S-C	S-C	X
Turkey Industry	40	3	SS	IIIa			X
Electricity and the Power Plant	43	4	S	IVf			X
Food Services	43	4-6	PEH	IVcg	S-C	S-C	X
Fruit and Grain Farmers	44	4	SS	IIIA			X
Iron and Steel	44	4	SS	VA			X
The Nurse	45	4	H	IVh	S-C	R-C	X
Nutrition	45	4	H	If	S-C		X
Musical Instruments	46	4	A	IId		S-C	X
Political Workers, State and County	46	4	SS	IIIf	S-C	S,R-C	X

	Page	Grade	Curr. Area*	WOW Obj.	Filmstrips**	Films**	Resource P.
Printing and Graphics	47	4	FA		S-C		X
Radio and Television	47	4	S				
Railroads	48	4	SS		S-C	S-C	X
Surveyor	48	4	M	Ik			X
Transportation	49	4	SS	IVc	S-C	S-C	X
Water Usage and Conservation	49	4	S	IIIc		S-C	X
Weather and Meteorology	50	4	S	IVf	R-C	R-C	X
What Are My Interests?	50	4		Ii		S-C	X
Veterinarian	51	4	S	IVc	S-C	S-C	
The Garment Factory	51	4	SS	IIIh	S-C,W		X
The Plumber	52	4	S	IVf			
The Jeweler	52	4	S	IIIg	S		X
Librarian	53	4	LA	IVf	R-C,W		X
Manufacturing	53	4	SS	IIIb		S-C	X
Airlines	55	5	SS	IVh	R-C	S-C	X
The Barber and the Beautician	55	5	H	If	S-C		X
Mining	56	5	S	IIIg	S-C	S-C	X
The Carpenter	56	5	M	IIIg			X
Forest Services	57	5	S	IIIe	S-L	R-C	X
The Beef Industry	57	5	H	IIIe	S-C	S-C	X
The Mechanic	58	5	S	IVf			X
The Newspaper	58	5	LA	Ik	S-c		X
Office Workers	59	5	LA	IVe			X
Political Workers--National	59	5	SS		S-C		X
The Orthodontist	60	5	S	IVc		S	X
Service Station	60	5	SS	IVc			X
Work through Art	61	5	FA			S-C	X
Electronics	61	5	S				X
Who Am I?	62	5		Ia,i			X
From Barter to Banking	62	5	M	IVf	S-C	S-C	X
Weights and Measures	63	5	M	IIIc		S-C	X
Recreation	63	5	H	IVh			X
The Architect	64	5	M	IVg			X
The Bank	64	5	M	Ig			X
The Doctor	66	6	H	IVh	S-C	S-C	X
The Electrician	66	6	S	IVc			X

	Page	Grade	Curr. Area*	WOW Obj.	Filmstrips**	Films**	Resource P.
Mechanics and Repair	67	6	S	IVf			X
Law Enforcement	67	6	SS	Ig	R-C	R-C	X
The Salesman	68	6	SS				X
The Secretary	68	6	LA	IVc			X
Aerospace Industry	69	6	S	IVf	S-C		X
How Am I Changing?	69	6		Ib		S-C	X
Photography	70	6	S	IIh	S-W		X
Horticulture	70	6	S	IVe,f	S-C	S-C	X
Baby Sitting	71	6	H	Ik			
The Mortician	71	6	H	IVf			X

*Curr. Area:
- S.S. Social Studies
- S Science
- H Health
- L.A. Language Arts
- M Math
- P.E. Physical Education
- A Arts and Crafts

**Films and Filmstrips:
- S Suggested
- R Required
- C Commercial
- W World of Work

WORLD OF WORK -- OBJECTIVES AND UNITS

Career Education -- Kindergarten through Sixth Grade

• Other units that develop the concept on another grade level identified by number only.

GRADE	TO DEVELOP SELF-AWARENESS AND SOCIAL SKILLS, SUCH AS: POSITIVE ATTITUDES, A REALISTIC SELF-CONCEPT, AND A RESPECT FOR OTHERS.	TO BE AWARE OF THE DECISION MAKING PROCESS THAT AFFECTS ME AND OTHERS.	TO DEVELOP AN AWARENESS THAT WORK ESTABLISHES SOCIAL AND ECONOMIC VALUES.	TO DEVELOP AN AWARENESS THAT THERE ARE A WIDE VARIETY OF CAREERS IN OUR SOCIETY.	TO DEVELOP AN AWARENESS THAT WORKERS PERFORM THEIR LABORS FOR MANY REASONS.
KINDERGARTEN SELF AND HOME	To respect and accept myself and the contributions that I make in my home, class, and community. Our School Workers The Five Senses To learn that I have five senses to help me learn and communicate. The Five Senses To learn to make friends; to be courteous, honest, and considerate. The Five Senses Homemakers	To learn to make decisions that help mother, father, brothers, sisters, and friends. The Five Senses	To learn that the schools need many workers to accomplish their purposes. Our School Workers To learn that each career has its own particular advantages and disadvantages. My Parent's Work From A-Z Homemakers	To learn that parents have many kinds of jobs. My Parent's Work From A-Z To learn that there are many kinds of jobs in our school. Our School Workers My Parent's Work From A-Z	Homemakers
FIRST FAMILY AND HOME	To learn that I need to gain knowledge and develop skills to perform certain tasks in my home, school, and community. Our School Workers Our Friend The Policeman •Units No. 2-6, 3-7, 4-2, 5-4, 5-8, 6-2. To learn what I am like. What Am I Like? News To Me Housebuilders	To consider what kind of a worker I would like to be. What Am I Like? Our Friend The Policeman News To Me	To learn that workers depend upon one another. Our Friend The Policeman •Units No. K-2, 2-6, 2-11, 3-7, 3-9, 4-8, 4-14, 5-4, 5-7, 6-6. The Dairy Farm Hospital Workers Housebuilders News To Me Simple Machines Zoo Workers The Egg Industry	To learn that my father, my mother, and my brothers, sisters, and I are workers in the home. What Am I Like? The Dairy Farm Hospital Workers Housebuilders Our Friend The Policeman News To Me Simple Machines Zoo Workers The Egg Industry	To achieve economic stability, that is, adequate food, shelter, and clothing. The Dairy Farm •Units No. K-2, K-3, 2-3, 2-4, 2-8, 2-10. The Dairy Farm Hospital Workers Housebuilders Our Friend The Policeman News To Me Simple Machines Zoo Workers The Egg Industry

WORLD OF WORK -- OBJECTIVES AND UNITS (page 2)

SECOND NEIGHBORHOOD AND COMMUNITY	To respect the contributions made by all individuals. The Fire Department The Small Farmer The Supermarket The Dentist The Druggist Post Office Workers *Units No. K-2, K-3, 1-1, 1-4, 1-7, 2-9, 3-5, 3-9, 3-10, 4-14, 6-2, 6-6. To learn that no two people are exactly alike. Is It Good To Be Different? To learn to show respect and consideration for others and their property. Is It Good To Be Different? Sounds All Around Hotels & Motels	To learn that there is a relationship between the supply of workers and the demand for them. Is It Good To Be Different? Concrete & Masonry Sounds All Around	To learn that work develops responsible citizenship. The Dentist The Druggist The Small Farmer *Units No. K-2, K-3, 3-7, 4-8, 4-14, 5-10, 5-12, 6-3, 6-6. Bicycle Laws & Safety Food Services Restaurants Supermarket Sounds All Around Hotels & Motels	To learn that there are many jobs in the community. The Fire Department The Small Farmer The Supermarket Restaurant Workers The Dentist The Druggist Post Office Workers *Units No. 1-1, 1-4, 1-7, 1-9, 3-5, 3-7, 5-5, 6-6. Sounds All Around Concrete & Masonry Bicycle Laws & Safety Restaurants Supermarket Hotels & Motels	To contribute economically and socially to the society in which they live. The Fire Department The Small Farmer The Supermarket Restaurant Workers The Dentist The Druggist Post Office Workers *Units No. K-2, K-3, 1-9, 3-5, 3-7, 4-14, 5-10, 6-2. Sounds All Around Concrete & Masonry Food Services Restaurants Supermarket Hotels & Motels
THIRD CITIES	To learn which things I do best and which things I can develop. What Things Do I Do Best? To learn that I affect others and others affect me. What Things Do I Do Best? The Garbageman Complex Machines	To learn that may parents can help me make decisions. What Things Do I Do Best? To identify the basic steps in the decision making process: identifying and analyzing the problem, determining possible solutions, experimenting, evaluating, and making needed changes. The Telephone Political Workers -- City *Unit No. 4-14, 5-2. The Garbageman The Bakery	To learn that workers and the public benefit when workers give an honest day's work for an honest day's pay. To understand and support social and economic laws which govern and benefit society. Political Workers -- City *Units No. K-2, 2-3, 3-5, 4-8, 4-21, 5-8, 5-10, 6-2, 6-6. The Bakery The Sheep Industry Complex Machines The Optometrist The Turkey Industry	To compare similarities of local careers to careers in general. To learn that there are clusters or families of related occupations. Political Workers -- City *Units No. 1-4, 2-3, 2-4, 3-9, 4-5, 4-18, 6-3, 6-6. To learn that there are many workers in the larger cities. Honey Industry The Bakery Complex Machines The Optometrist The Turkey Industry	To provide themselves with economic means for developing talents, pursuing educational and recreational goals and using leisure time wisely. The Optometrist The Bakery The Telephone *Units No. K-2, K-3, 2-3, 3-9, 4-5, 4-11, 4-21, 5-2, 5-5, 6-6. The Garbageman The Bakery The Optometrist The Turkey Industry The Clothing Industry
FOURTH COUNTY AND STATE	To respect the property of individuals, businesses, and the public, such as: patents, licenses, tools, machines, and buildings. Political Workers -- State And County Water Usage And Conservation *Units No. K-3, 2-8, 3-10, 4-20, 4-21, 5-8, 6-6. To learn that hobbies indicate possible career choices, and indicate likes and dislikes. What Are My Interests? To learn that it is important to communicate well. What Are My Interests? The Plumber	To begin to look at my strengths and weaknesses, interests, talents, so that I can make realistic progress and choices. What Are My Interests? To learn the importance of a healthy mind and body. Nutrition Fruit and Grain Farmers The Nurse Railroads The Plumber	To learn that men need to be aware of the availability of natural resources and work to conserve them. Water Usage And Conservation *Units No. 1-1, 5-5. To learn that workers must be careful and accurate in their work. Radio & Television The Surveyor Printing & Graphics The Nurse Nutrition The Veterinarian The Clothing Industry Manufacturing The Garment Factory	To be aware that the worker functions with one or more of the following: people, animals, plants, data, products, services, or ideas. What Are My Interests? Water Usage And Conservation Weather And Meteorology The Nurse Food Services Transportation Political Workers -- State And County The Veterinarian *Units No. K-2, K-3, 1-1, 2-2, 2-3, 2-10, 2-11, 3-1, 4-6, 4-11, 5-4, 6-2, 6-3. To learn that workers are needed in the home, community, county, and state. Political Workers -- City, State And County, and National	To gain satisfaction for a job well done. Railroads Weather And Meteorology The Nurse Food Services Transportation *Units No. K-2, 1-7, 3-1, 4-6, 4-11, 4-21, 5-4, 5-8, 6-8. Printing & Graphics Electronics Musical Instruments Food Services Fruit & Grain Farmers Railroads Transportation Weather & Meteorology The Plumber

FIFTH UNITED STATES AND THE AMERICAN CIVILIZATION	To learn that I am somebody special. Who Am I? To learn that my work habits, in school and out of school, are important now and in the future. Who Am I? To be aware that there are both positive and negative influences. Political Workers - National *Units No. 3-7, 4-8, 4-14, 5-5, 5-8, 6-6. Office Workers The Airline Industry The Orthodontist	To learn that in the world of work, special roles are played by: the exact sciences, the social sciences, the arts and humanities, and the technology of communication. How Am I Changing? To begin to determine my needs, wants, and luxuries. Office Workers The Airline Industry The Orthodontist The Service Station Weights & Measures	To learn that the American civiliztion and economy are highly specialized. Who Am I? To learn that work contributes to the unification of the nation. Political Workers - National To learn that men use raw materials to make finished products. To Learn that men use the assembly line method and modern technology in the production process. The Barber & The Beautician From Barter to Banking The Beef Industry Mining	To learn that jobs may continue, change, disappear, or be created. Political Workers - National The Service Station Forest Services The Mechanic The Carpenter *Units No. K-3, 1-1, 2-6, 3-7, 4-13, 5-5, 6-6. The Beef Industry Office Workers The Barber & The Beautician The Airline Industry Forest Services The Mechanic The Newspaper The Orthodontist Electrical Power Mining	To provide the worker and his family with the things they need as they progress through life. The Beef Industry The Carpenter The Mechanic Forest Services The Service Station *Unit No. K-2. Use of leisure time. Recreation The Barber & The Beautician Forest Services The Mechanic The Newspaper The Service Station Electrical Power Weights & Measures Mining
SIXTH MAN IN HIS WORLD ENVIRONMENT	To learn that dignity and satisfaction are to be gained through honest work. How Am I Changing? I am changing, being motivated by some things, and maturing. How Am I Changing? To learn that accepting responsibility for my actions is important in my relationship with others. The Bank The Newspaper Law Enforcement *Units No. 3-7, 5-10. Baby-Sitting	To learn that I will benefit by understanding our economy. To learn that goals are important. How Am I Changing? The Doctor The Secretary Aerospace Industry The Mortician Baby-Sitting	To become aware of the law of supply and demand and how it may affect our lives. The Bank To learn that different kinds of jobs affect their social, economic, and recreational life. Political Workers - City The Optometrist The Bakery The Telephone *Units No. K-2, 2-6, 2-10, 3-1, 4-15, 5-5, 5-6, 5-8, 6-3, 6-12. The Architect The Mortician Photography	To gain pride and dignity from their work. Law Enforcement The Newspaper *Units No. K-2, 1-4, 2-6, 3-5. Horticulture The Doctor The Electrician The Secretary Aerospace Industry The Carpenter The Mortician Photography	To learn that the different kinds of occupations require different kinds of preparation. Law Enforcement The Bank The Newspaper The Doctor *Units No. K-2, 2-11, 3-10, 4-14, 5-5, 5-6, 6-3, 6-12. To learn that work is worldwide. How Am I Changing? The Secretary Aerospace Industry The Carpenter The Mortician Photography

WORLD OF WORK
280 West 940 North
P.O. Box 949
Provo, Utah 84601

Kindergarten

HOMEMAKERS K-1

SUMMARY: Children discuss a variety of jobs and then focus on the homemaker and how important this job is. They study the tools, responsibilities and long hours involved in being a successful homemaker, talk about homemakers who are not mothers, and look for ways family members can aid the homemaker.

SUGGESTED ACTIVITIES: Students compile a book about homemakers from WOW worksheets and their own drawings and magazine cut outs. They visit a homemaker "on the job," use a clock to discuss different things homemakers do throughout the day, and give two puppet plays.

PARENTS' WORK FROM "A" TO "Z" K-2

SUMMARY: This unit is a basic introduction to the "World of Work" program. The students discuss the importance of their parents' work and are introduced to different workers in the community. They are encouraged to do their share of the work at home. The process of earning and spending money is experienced. The class learns the importance of good manners, grooming, and language when applying for a job.

SUGGESTED ACTIVITIES: A scroll movie is made. Each child's parent is invited to visit school and discuss his work. The children help write original poems which are compiled into booklet form. A WOW flannelboard story, "Fetch and Carry," is presented. The students make stick puppets and participate in a "School Yard Clean-up."

OUR SCHOOL WORKERS K-3

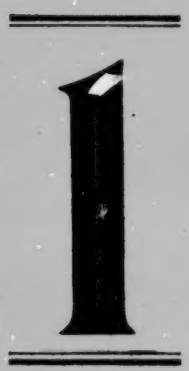
SUMMARY: Children meet with and discuss the responsibilities of the principal, secretary, custodian, school lunch workers, nurse, teacher, librarian and volunteer workers in their own school. They also discuss how the boys and girls can be good school helpers.

SUGGESTED ACTIVITIES: Students role play the secretary answering the phone; visit the lunchroom as a meal is being prepared; create and sing verses to "Here We Go 'Round the Mulberry Bush;" and record height, weight and health habits and role play being safety guards.

THE FIVE SENSES K-4

SUMMARY: The students learn to appreciate the value of their eyes, ears, nose, tongue, the sense of touch, and how they assist in the learning process. The effect of the five senses upon job occupations is analyzed. The students become familiar with jobs that deal directly with one of the five senses. This unit also includes several lessons on decision making and goal selection.

SUGGESTED ACTIVITIES: A teacher of the blind visits class and discusses her work. The students participate in several scientific experiments related to sound. They develop a rhythm band and examine the braille alphabet. The students create with play-dough and fingerpaints. They take the P.T.C. chemical test for taste and participate in a tasting party. A behavior modification chart is made by each child.



THE DAIRY FARM 1-1

SUMMARY: The students learn about the dairy farmer, veterinarian, sanitation worker, milk truck driver, dairy processing plant and delivery milkman, and the work they do in bringing milk from the farm to the family.

SUGGESTED ACTIVITIES: A mother is invited to bring her baby to school and feed him breakfast. A fieldtrip is taken to a dairy farm. The conversation between the farmer and students is recorded. The students draw a mural of a dairy farm. Resource people are invited to visit class. The students make small milk trucks. They participate in a dairy foods tasting party and make their own ice cream.

HOSPITAL 1-2

SUMMARY: The hospital is shown as a "city within itself" where many workers function together for the good of the patients. These workers include administrative and maintenance personnel as well as doctors and nurses. Special sections highlight the dietician, volunteers, technicians and physical therapist.

SUGGESTED ACTIVITIES: Students are involved in preparing well balanced meals using basic food charts, and in setting a table properly. They look at blood samples through a microscope, do posture exercises, and visit various departments of a hospital to better understand certain jobs.

HOUSE BUILDERS 1-3

SUMMARY: The students study different types of houses. They discuss why houses are necessary and how the building industry helps the community. The class is introduced to the industrial arts room and becomes acquainted with shop rules and procedures. The work of an architect, contractor, big machine operator, concrete finisher, carpenter, plumber, electrician, painter, and brickmason is studied. The students become acquainted with simple carpentry tools.

SUGGESTED ACTIVITIES: Plans are made to construct a replica of a house. The class takes a tour of an industrial arts room. Resource people are invited to class. Students study old blueprints and draw their own houseplans. A fieldtrip is taken to a site where a house is being built. The class makes a concrete form and mixes their own concrete. The students experiment with some simple carpentry tools. A display of plumbers' pipes and pipe fittings is prepared.

OUR FRIEND THE POLICEMAN 1-4

SUMMARY: The students study the different ways a policeman helps to make our community a safe place in which to live. The five kinds of traffic signs are shown and explained. The students discuss the importance of identification information when in trouble. They learn how to recognize a policeman's uniform.

SUGGESTED ACTIVITIES: The children help write a policeman skit and make puppets. They color traffic signs and make a traffic signal box of their own. The class makes a map of their neighborhood and places signs and signals in appropriate places to insure safety. Each student fills out an identification sheet and learns how to call the police station. The class visits a police station and observes the different people at work.

NEWS TO ME 1-5

SUMMARY: The various sections of a newspaper help people know about things that happen all over the world. The responsibilities, advantages, and disadvantages of being a newspaper boy are studied. The difference between a corner newsboy and a delivery route newsboy are discussed. The duties of a newspaper distributor and circulation manager are explored.

SUGGESTED ACTIVITIES: The students cut out different newspaper articles and categorize them into appropriate sections. The flannelboard story, "Don Larson," is presented. A newsboy visits class and discusses his work. The students play a newspaper "Charades" game. The class prints their own newspaper and sells it to other school members.

SIMPLE MACHINES 1-6

SUMMARY: Students look at many simple machines to see how they help us do work, and which ones are used at school, at home, and in various occupations. The lever, wheel, gear, inclined plane, screw, wedge and pulley are examined by experimentation to see how they work, and determine their sources of energy.

SUGGESTED ACTIVITIES: Students prepare a bulletin board showing how wheels are used for fun and how they help do work. They do various tasks with and without machines to compare the difference in ease and speed. Instructions are given for making a model wagon and for using a pulley to make an elevator in a playhouse.

ZOO ANIMALS AND WORKERS 1-7

SUMMARY: The zoo unit recognizes that there are very few zoo workers in the state, but (1) because units on zoos and zoo animals are commonly taught in the primary grades and (2) because zoo workers develop or have work attitudes that are common to many jobs, this WOW unit will be beneficial to students in the primary grades. Topics of special interest in the unit include: (1) purpose and description of a zoo; (2) workers at zoos such as directors, curators, keepers, foremen, commissarians, and veterinarians; (3) worker attitudes; (4) obtaining zoo animals; (5) zoo animals; (6) providing zoo animals with a proper environment; (7) providing zoo animals with proper food; (8) part time and summer work at a zoo; and (9) financial responsibilities of keeping a zoo.

SUGGESTED ACTIVITIES: The students build zoo displays and make animal drawings The WOW filmstrip, "A Trip to Hogle Zoo," accompanies the unit.

WHAT AM I LIKE? 1-8

SUMMARY: The purpose of this unit is to instill within each student the knowledge that he is a worthwhile individual with the potential of becoming a productive member of society. The students investigate themselves as individuals, how they grow and change, how they are different from others, and how they are important individuals. Their relationship to family and friends is analyzed. The importance of school training is discussed.

SUGGESTED ACTIVITIES: Each student brings a picture of his family to class. Dances and songs from other countries are taught. Each child makes a time-line of the important events in his life. The class participates in a "Make a New Friend" day.

SUMMARY: The students discover how chickens are produced on farms or in hatcheries. They learn to associate the terms hen, rooster, chick, pullet, cockerel, brood and flock with the proper type of chickens. Different breeds of chickens are identified. The various parts of an egg are examined. The class discusses types of food and other items that are produced by chickens. The children are made aware of the many workers who depend upon the egg business for their work.

SUGGESTED ACTIVITIES: Arrangements are made to visit a hatchery or an egg farm. The class hatches some eggs in their own incubator. A reading center, with focus on eggs and chickens, is created. The students examine a real egg and learn how a new baby chick grows and develops. The class prepares a simple breakfast. They dye and decorate Easter eggs.

2

BICYCLE LAWS AND SAFETY 2-1

SUMMARY: Students learn the safety of following rules and traffic signs, keeping their bicycles in good repair and not showing off. They find out how to buy the proper bike and how to keep it. They see the part that bicycle dealers and repairmen and policemen play in bicycle safety.

SUGGESTED ACTIVITIES: Organizing a bicycle field day, conducting safety inspections and devising traffic tests help students insure bicycle safety. They also participate in choosing safe routes for travel and various games and worksheets using traffic signals, signs and rules.

THE DENTIST 2-2

SUMMARY: The students become acquainted with the dentist, his assistants, and their jobs. They learn how our teeth affect our appearance, speech and digestion. The difference between primary and secondary teeth is discussed. The students learn the function of incisors, cuspids and molars. The proper brushing procedure is demonstrated. The class is shown the process of tooth decay.

SUGGESTED ACTIVITIES: The class visits a dental office. They observe teeth of different animals, X-rays of teeth, and models of teeth. They learn how to make their own tooth powder and practice brushing their teeth correctly. The flannelboard story, "Lacti," is told. A classroom "bunny party" is prepared and enjoyed.

THE DRUGGIST 2-3

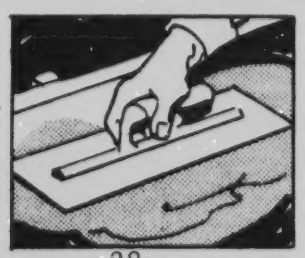
SUMMARY: The students learn that the druggist prepares medicine prescribed by a doctor. The special language of a pharmacist is discussed and a prescription label is examined. The students are encouraged to make sure the drugs in their home are stored safely. They become familiar with the commodities in a drug store. The class discusses the different job opportunities in a pharmacy. The job of a pharmacist today is compared to an apothecary of the past.

SUGGESTED ACTIVITIES: The students complete a worksheet that illustrates the special language of a druggist. They make a display of different types of prescription labels. Empty drug store containers are collected and grouped in their proper categories. The flannelboard story, "Phil the Pharmacist," is presented. The class visits a pharmacy. They have an experience with the process of decision-making or scientific discovery.

CONCRETE AND MASONRY 2-4

SUMMARY: Students learn how concrete is made, why bricks are good building material, that mortar is used to join them, and the different types of bonds used in building with brick. They examine the jobs of a mason, a hod carrier, a batch man, and a finisher.

SUGGESTED ACTIVITIES: Flannel board story of the Three Pigs is presented with a new angle, the class visits with a mason, hod carrier, batch man and finisher to see what each does, the special tools they use, and the knowledge and skill they must have.



FIRE DEPARTMENT 2-5

SUMMARY: Children learn about the jobs of Chief, Marshall, Drivers, Electricians and others who work for the fire department. They study their duties and how they prepare for their jobs as well as the building, clothes and equipment that help them fight fires. Children also cooperate in a fire safety program of their own.

SUGGESTED ACTIVITIES: Children visit a fire station and interview a fireman. They make their own fire hats, pantomime different jobs a fireman does, and practice how to phone in a fire report. They also check their own homes for fire hazards.

FOOD SERVICES 2-6

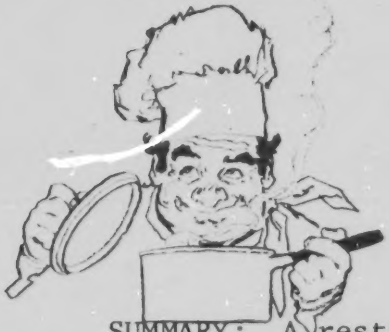
SUMMARY: This study includes many jobs available in bake shops, commercial bakeries, grocery stores, dairies and dairy processing plants. There are four sections that may be taught individually.

SUGGESTED ACTIVITIES: Visits are planned to each place studied. Instructions are given for baking bread; building a grocery store; operating a lemonade stand; buying, preparing and serving a lunch; organizing a food tasting club; and making butter and ice cream.

POST OFFICE WORKERS 2-7

SUMMARY: A brief lesson is introduced on communication. The students are exposed to different types of mail service. They follow a letter from sender to receiver and become acquainted with the various postal jobs. The different parts of an addressed envelope are examined. First class, second class, and special delivery mail is discussed.

SUGGESTED ACTIVITIES: The students address several letters themselves. A fieldtrip is planned for a post office. The students make a display of different kinds of mail. A class post office is organized. A postal resource person visits the classroom.



RESTAURANTS 2-8

SUMMARY: A restaurant is a business establishment that serves meals to the public. The students study the duties and responsibilities of the dietitian, hostess, waitress, cook, busboy and dishwasher, and realize their dependence upon one another for the overall operation of the restaurant.

SUGGESTED ACTIVITIES: The class visits a restaurant before serving hours. They make a picture dictionary. A record is kept by each student of his daily food intake. The students practice setting a proper table and folding napkins. Each student makes a cook's hat. The class plans and operates an "In-Class Restaurant."

SMALL FARMER 2-9

SUMMARY: Students study farmers of small garden, grain and animal farms. They learn about the tools and machinery they need and the many people who help each one with his job--grocers, truckers, harvesters, processers, breeders, veterinarians, etc.

SUGGESTED ACTIVITIES: Students construct a model farm, plant and raise seeds, create mosaic pictures using various seeds, and make vegetable puppets. They also grind wheat to flour, make bread, make popcorn balls, and play animal bingo. Several resource persons are recommended for the different jobs studied.

THE SUPERMARKET 2-10

SUMMARY: The students learn that supermarkets are convenient places to shop for food. The duties of a supermarket cashier, stock clerk, meat cutter, and manager are discussed. Different cuts of meat are shown and discussed. The students discover how supermarket helpers all work together.

SUGGESTED ACTIVITIES: A miniature supermarket is made and operated by the class. They have an opportunity to work with a cash register. They make their own play money and practice making change. The class plans a skit on the importance of following directions. Each student makes a sign to advertise his favorite food. A fieldtrip is taken to a supermarket.

IS IT GOOD TO BE DIFFERENT? 2-11

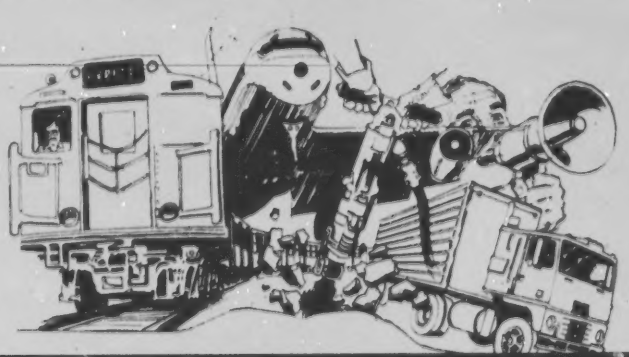
SUMMARY: This unit will help the student feel he is an important and unique individual. The student will discover how he is like other children his age, how he is different from them, that he can be of assistance to others, and that he needs to continually improve himself. The importance of having a good relationship with family and friends is stressed.

SUGGESTED ACTIVITIES: Each student makes a life-size picture of himself. Fingerprints and footprints are made of each child. The students research the origin of their surname and make psychedelic name designs. A scroll movie is made about friends. The class participates in role playing dramatizations.

SOUNDS ALL AROUND 2-12

SUMMARY: Different concepts of sound are studied and related to specific occupations that are involved with sound production, detection and control. The students become familiar with the job of a sound truck operator, sonar receiver, musician, radio disc jockey, audio engineer and audiologist.

SUGGESTED ACTIVITIES: The class examines a loud speaker. The story of the "Titanic" is read, and the students discuss how sound waves could have prevented this great shipwreck. Arrangements are made to visit a radio station. The class prepares their own 15 minute radio program. They experiment with musical instruments and microphones. An audiologist tests the students' hearing and explains hearing problems.



SUMMARY: The students become acquainted with a commercial hotel, residential hotel, resort hotel and a motel as places where travelers can find food and lodging. The work of hotel and motel managers, clerks, housekeepers, engineers, bookkeepers, and hotel elevator operators, doormen and bell captains is studied. The students also learn to appreciate the services of hotel restaurant workers in providing food for the guests.

SUGGESTED ACTIVITIES: The students make a picture dictionary and create an interest center. They role play some of the duties of hotel personnel. A fieldtrip is taken to a hotel and motel. The class participates in a miniature restaurant.

3

THE BAKERY 3-1

SUMMARY: This unit provides an overall exposure to the baker and his business. The steps involved in the processing of grain to bread are explained. The large-scale bakery industry is compared to home baking. The importance of good advertising is discussed. The students are exposed to the different types of jobs in a bakery. They make purchasing decisions as related to amount of money and different types of bakery items. The class experiences the profit-making aspect of the bakery business. They discuss borrowing money and paying expenses.

SUGGESTED ACTIVITIES: The students assist in the bread making process. They advertise for a class doughnut sale. A fieldtrip is planned to an in-store bakery. Cookies are baked and decorated for family members. The students establish and operate a school "bake shop" and keep a financial record.

BIG MACHINES 3-2

SUMMARY: Work is done when effort overcomes resistance and moves something. Machines make work easier for us. The students discuss different energy sources. Six simple machines (lever, inclined plane, wedge, screw, wheel, pulley) are studied. People who use these machines in their work are identified. Compound machines are a combination of simple machines. The relationship between friction and effort is discovered. The students discuss the importance of machine safety.

SUGGESTED ACTIVITIES: Students solve problems related to the number of foot-pounds of work done. They make a collection of models that move by battery power, or as a tightly wound spring uncoils. Some simple scientific experiments are conducted. Different compound machines are examined. A fieldtrip is taken to a building construction site. The class creates an exhibit demonstrating the effects of friction.

COMMUNITY WORKERS 3-3

SUMMARY: This unit is written to introduce students to many of their community workers and acquaint them with the jobs done by these people. The work of those serving in the department of parks and recreation, streets and roads, water and sewer, electrical services, and fire and police are outlined. Throughout this unit the idea is stressed that people in a community depend upon one another for different goods and services.

SUGGESTED ACTIVITIES: Suggested activities include visits from various city workers, including the mayor or city manager, fireman, and perhaps the head of the Park and Recreation Dept. Visits could be made to various facilities such as the fire station and the local sewage treatment plant. In the fireman section, students make a study of fire hazards and ways of putting out fires; and similar studies are made in other sections.

THE OPTOMETRIST 3-4

SUMMARY: This unit begins with a basic introduction to the eye and how we see. The students become familiar with the work of an optometrist. They learn that he examines the eye, measures any defect, and prescribes glasses, contact lenses, or visual exercises to correct the defect.

SUGGESTED ACTIVITIES: Class committees do research on each part of the eye. A model eye is made. The snellen eye test is administered. The students examine eyeglasses, contact lenses, and participate in eye exercises. They visit an optometrist and observe him at work. New styles of eyeglass frames are created from copper wire. The WOW skit, "Dr. Dussel," is presented.

POLITICAL WORKERS--CITY 3-5

SUMMARY: This unit shows why rules and laws are important, who makes and enforces them in a city (elected and appointed officials) and how these people are paid (taxes). Different types and areas of city government are examined, as are the voting process and the services that local governments provide for their citizens.

SUGGESTED ACTIVITIES: Students visit with city officials, hold a classroom election and make posters which demonstrate laws and rules they feel are important. They use a "government" structure to solve classroom problems, and a "court" to handle offenders. They chart their own type of city government and the services it provides.

MATERIALS NEEDED: SRA Our Working World (2nd and 3rd grade) books, records, and filmstrips.

WHAT THINGS DO I DO BEST? 3-6

SUMMARY: This unit has been developed to help students realize that career selection should be related to one's personal interests, strengths and weaknesses. The students become familiar with sources that identify characteristics and requirements of various kinds of occupations, and recognize that a good career choice will contribute to their personal happiness. Steps in the decision-making process are outlined. The importance of deciding early on a tentative career is discussed. The students learn to appreciate the "freedom of choice" that is enjoyed in the United States.

SUGGESTED ACTIVITIES: The students observe facial expressions and moods as different feelings are discussed. They role play some typical family life situations. Class members are invited to share their hobbies, collections or activities of interest. Each student identifies one area of personal weakness and outlines a plan for self-improvement. Booklets are made which illustrate various occupations. Each child makes a tentative choice of a job cluster.

THE SHEEP INDUSTRY 3-7

SUMMARY: The rancher raises sheep for food, clothing, and breeding purposes. The responsibilities of a modern sheepherder and a buyer on the sheep market are studied. The process of shearing sheep is explained. The students learn about the various diseases that afflict sheep and how a veterinarian cures them.

SUGGESTED ACTIVITIES: A fieldtrip is taken to a sheep ranch and wool processing center. An orphan lamb is brought to class for the children to feed and observe. The students do research on important breeds of sheep. They design and draw their own sheep brands. A "Shepherd's Skillet Stew" is cooked in class. The children observe a sheep shearer at work and examine samples of raw wool. A mock sheep auction is staged in the classroom.

THE TELEPHONE 3-8

SUMMARY: There are many telephone jobs that require good communication skills. The students study the skill and job responsibilities of a telephone operator, lineman, installer, directory staff, service representative and frameman.

SUGGESTED ACTIVITIES: Plans are made to visit the telephone company. Using a telezonia kit, the students practice communication skills when making phone calls. A tin can telephone is made. The class compiles a telephone directory. They create and record an original song. Role play activities are suggested.

HONEY INDUSTRY 3-9

SUMMARY: This unit features the honeybee--its body parts, its special language, its habits and characteristics within its own cooperative social structure, and the three types of honey bees and their special functions. It also highlights the apiarist (beekeeper), his special clothes and equipment and the processing of honey from bees to breakfast tables.

SUGGESTED ACTIVITIES: Activities include making an insect cage, catching and studying bees, and visiting a honey farm. Instructions are given for moisture cream (using beeswax) and peanut butter-honey cookies. Ideas are given for bulletin boards and displays, and a crossword puzzle is included.

MATERIALS NEEDED: Disney's True Life Adventures--"The Honeybee" (film). It is suggested that it be presented during warm weather seasons in order to carry out the activities suggested and see a honey farm in operation.

THE GARBAGEMAN 3-10

SUMMARY: Everyday living creates waste materials. The students learn that litter is unsightly, wasteful, and carries bacteria that grow and cause disease. The class learns to appreciate the service provided by the garbageman. The special equipment and clothing of the garbageman are studied. The students explore various methods of disposing of garbage

SUGGESTED ACTIVITIES: The class tours the neighborhood on garbage day and observes the amount of trash to be collected. The 1968 garbage strike in New York is discussed. Each student makes his own waste basket. The school custodian discusses litter problems in the school. The class participates in a litter clean-up activity in the community. Bacteria cultures are grown. A fieldtrip is taken to the city maintenance department and the city dump.

CLOTHING 3-11

SUMMARY: The students discuss how animals provide clothing for man. They study the process and workers involved in the production of wool, silk, rayon, cotton, linen and rubber. The job responsibilities of a fabric scientist, seamstress, retailer, wholesaler, designer, fabric cutter, and clothing mill worker are examined.

SUGGESTED ACTIVITIES: A display of various kinds of animal furs, leather and hides is prepared. The students participate in washing, carding, and spinning wool yarn. They complete a weaving activity and a leather project. Each student designs his own fabric pattern, makes a small pin cushion, and sews on a sewing machine. The class learns the "Virginia Reel." A class clothing store is created. A fieldtrip is taken to a wholesale warehouse. Each student ties and dyes a square of sheet and designs a wardrobe for a movie star or T.V. personality.

TURKEY INDUSTRY 3-12

SUMMARY. The students become acquainted with the work of the farmer, veterinarian, meat packer and retailer in the turkey industry. The process of raising a turkey from a young poult to a full-grown Tom is outlined. The students become familiar with the different tasks involved in operating a turkey farm.

SUGGESTED ACTIVITIES: A display is arranged of items associated with the turkey industry. Several mini-fieldtrips are outlined. A table-top turkey farm is constructed. A veterinarian visits class and discusses his work. The students examine the different parts of a turkey and a turkey egg. They make hot turkey salad and write letters to a turkey advertising agency.

4

ELECTRICITY AND THE POWER PLANT 4-1

SUMMARY: The students study the composition of atoms and discover how they create electricity. Static and current electricity are discussed, and the difference between a battery and a generator is studied. The students become acquainted with the duties and responsibilities of the power plant operator and the stationary fireman in an electrical power plant.

SUGGESTED ACTIVITIES: The students participate in many scientific experiments related to atoms and electricity. They set up a complete electrical circuit, and make an electromagnet. A fieldtrip is taken to an electrical power plant.

FOOD SERVICES 4-2

SUMMARY: The students become acquainted with some of the responsibilities and qualifications of grocery store workers, dairy farm and processing plant workers, restaurant and take-home establishment workers, and bakery workers. The food services of today are compared with those of pioneer times.

SUGGESTED ACTIVITIES: A fieldtrip is taken to a grocery store items and prepare a balanced meal within the classroom. A reading corner, centered around the dairy industry, is prepared by the class. The students experience the profit-making aspect of business and the effect of good advertising, by preparing and selling different food items to the school. Each student compiles a recipe file.

FRUIT INDUSTRY 4-3

SUMMARY: The students examine Utah's major fruit crops--apples, cherries, and peaches. The food value of fruit is discussed and its various uses are listed. The steps in processing fruit are outlined. The students study how a fruit farmer plants, waters, prunes and sprays trees in his orchard. They become acquainted with different jobs in the fruit industry.

SUGGESTED ACTIVITIES: A fieldtrip is taken to a nursery, orchard, and packing plant. Several cooking activities are planned. The students also participate in role playing situations, creative writing experiences and art activities.

IRON AND STEEL 4-4

SUMMARY: The iron and steel industry in Utah is traced through the history of the state. The old iron works west of Cedar City is investigated and its importance to Utah pioneer economics is presented. The open pit mine at Cedar City and The Pellet operation at Lander, Wyoming, provide iron ore for Geneva Steel Co. The jobs in the steel mills plus those in steel fabrication are discussed. Students' parents are used as resource for this unit.

SUGGESTED ACTIVITIES: Field trips are planned to the steel company open pit mine and fabrication companies. Recommended filmstrips and tapes are numerous and can be used in lieu of field trips. The WOW filmstrip "Iron and Steel" has been especially prepared for use with this unit.

THE NURSE 4-5

SUMMARY: The registered nurse and licensed practical nurse care for the sick, help them get well, and teach people how to protect themselves from illness and disease. The qualifications of a good nurse are discussed. The duties and preparations of a registered nurse are compared with those of a licensed practical nurse. The class learns that a private-duty nurse is employed by the patient. The early history of nursing, and the lives of famous nurses are studied.

SUGGESTED ACTIVITIES: The students work a "Nurse's Qualification" puzzle. They collect pictures and newspaper clippings of nurses performing their duties. Several students visit a hospital and record their interview with a registered nurse. A public health nurse is invited to visit the class and explain her duties, demonstrate some first-aid techniques, and explain the use of the stethoscope.

NUTRITION 4-6

SUMMARY: Students learn why good nutrition is important, what a balanced diet is, and what the basic food groups are. They study the different nutrients and how they are used, and learn about the digestive tract and its processes. Jobs studied in connection with this unit are dietitian, food scientist, and home economist.

SUGGESTED ACTIVITIES: Students observe rats on two types of diets and test foods for different nutrients. They prepare and taste foods from each basic group, measure each other's height and weight, plan balanced meals and play a special game of chutes and ladders that reviews nutrition.

MUSICAL INSTRUMENTS 4-7

SUMMARY: Musical instruments were first made by primitive man. The students become acquainted with the five major groups of musical instruments. They learn how to make some simple musical instruments of their own. The class discovers that when instruments are played together, they make a pleasing sound. The role of the musical conductor is discussed. Proper orchestra formation is studied, and the students experience the satisfaction of performing for an audience.

SUGGESTED ACTIVITIES: A resource musician is invited to visit class and demonstrate how to play different instruments. Each student makes a musical instrument. (Directions are included in the unit.) A recording is made of the students playing in a class orchestra. The class prepares a performance for other school members. They attend a concert.

POLITICAL WORKERS STATE AND COUNTY 4-8

SUMMARY: The students become familiar with the 29 counties in Utah. The duties and qualifications of a county commissioner, clerk, auditor, assessor, treasurer, recorder, sheriff, surveyor and attorney are discussed. Utah is one of fifty parts of the United States and has a government, territory, boundaries and people. The students become familiar with the responsibilities of the governor, state auditor, treasurer, secretary of state, and attorney general. They become acquainted with the different people in the state legislature and judicial branch of government. The duties and functions of the state board of education are studied.

SUGGESTED ACTIVITIES: The class visits a county courthouse. A county commissioner visits class as a resource person. The students learn Utah's state song. Arrangements are made for the class to sit in on an actual session of the state legislature.

PRINTING AND GRAPHICS 4-9

SUMMARY: Printing is a means of transferring ink impressions from a press plate to paper. The history of printing is explained, and the four major methods of printing are discussed. The class studies different jobs that are involved in the printing process. The four graphic arts are explained.

SUGGESTED ACTIVITIES: The class does research on the letterpress, lithography, intaglio and silk screen. A fieldtrip is planned to different businesses that use the printing process. Each student sketches a picture and makes a finished layout sheet. He also completes a printing project of his choice.

RADIO AND TELEVISION 4-10

SUMMARY: This unit discusses the basic theory behind the operation of radios and television sets.

SUGGESTED ACTIVITIES: The class makes a crystal radio, visits a radio and television repair shop, and interviews repair and maintenance workers.

RAILROADS 4-11

SUMMARY: This unit acquaints the students with the railroad system and the changes that have transpired since the 1800's. The students become familiar with the different railroad jobs, and study the duties and responsibilities of the railroad conductor, engineer, brakeman, switchman, fireman, porter, stewardess and chef.

SUGGESTED ACTIVITIES: The students take a trip by train to a railroad depot. They visit Promontory Point, Pioneer Memorial Museum, and Pioneer Village. Each student makes a train car and a conductor's hat. The class participates in a practice fire drill. Each student assists in preparing a balanced meal.

SURVEYOR 4-12

SUMMARY: Students learn why surveys are important, what types of surveys there are, and how important neatness and accuracy are in this job. They learn of a surveyor's responsibilities, areas of his work (in the field, office work, checking instruments), and of others in a surveyor's party (instrumentman, chainman, rodman).

SUGGESTED ACTIVITIES: Students do math problems connected with surveying, make their own instruments, and carry out a survey on the school grounds.

TRANSPORTATION 4-13

SUMMARY: There are many ways to travel. The class studies how the bus driver, truck driver, and taxi cab driver provide important transportation services. They become aware of the effect transportation has on the economy.

SUGGESTED ACTIVITIES: A fieldtrip is planned for a bus terminal, taxi terminal and truck terminal. The students chart a logical bus route and prepare a taxi log. They learn how to estimate the cost of a taxi trip. The class studies different kinds of trucks and how they are used.

WATER USAGE AND CONSERVATION 4-14

SUMMARY: The students study different characteristics and usages of water and several principles of water conservation. The responsibilities of a conservationist, reservoir worker, dam worker, snow surveyor and irrigation worker are explained. The main steps in water purification are outlined, and the purpose of sewage disposal and treatment plants is stressed.

SUGGESTED ACTIVITIES: The students demonstrate three characteristics of water. They visit a watershed. Several experiments are conducted. A chart is made illustrating the uses of culinary and industrial water. The class obtains random samples of drinking water and observes them under a microscope.

WEATHER AND METEOROLOGY 4-15

SUMMARY: This unit acquaints the students with the work of a meteorologist. They learn the difference between weather and climate. Various forms of precipitation are studied. The students learn how to identify at least four characteristics of air. Wind belts, weather fronts, weather maps and forecasts are also discussed. The students are introduced to different weather instruments.

SUGGESTED ACTIVITIES: The students conduct various weather experiments. A meteorologist visits class as a resource person. Each student makes a record of wind speed and direction for seven consecutive days. Weather maps are read, and the students make some of their own weather instruments.

WHAT ARE MY INTERESTS? 4-16

SUMMARY: This self awareness unit helps the student realize that he can use his own personal traits and characteristics to benefit others. In order to accomplish worthwhile things he must set goals and continually try to improve himself. The importance of getting along with others is discussed. The student learns the necessity of adjusting to change.

SUGGESTED ACTIVITIES: Each student makes an "I Like Me" badge. The students practice being positive with one another. Each week a different child is featured on a "Star of the Week" bulletin board. A shadow portrait is made of each student, and their voices are recorded on a tape recorder. A "Know-Each-Other" day is planned.

VETERINARIAN 4-17

SUMMARY: Students learn of the veterinarian's responsibilities, the qualities he should possess, and some of the equipment he needs. They learn how to tell if an animal is ill and some basic first aid skills for pets. They find out what is proper nutrition, housing, exercise and grooming for dogs, cats and horses.

SUGGESTED ACTIVITIES: Students examine different pet foods and compare their contents. They feed two rats different diets and chart their growth. They build a proper dog house, bathe and brush a dog, do creative writing, and participate in a pet show.

THE GARMENT FACTORY 4-18

SUMMARY: People wear different kinds of clothing. The students learn how clothes progress from the fabric mill, to the manufacturer, to wholesaler, and to retailer. The different skills and job requirements of the fashion designer, pattern maker, machinist, finisher, factory presser, and inspector are studied. The class learns how to care for their clothing.

SUGGESTED ACTIVITIES: The students present a fashion show. A three-dimensional factory is made from a shoe box. New styles of clothing are designed by the students. They have an experience in cutting out pattern pieces. Each student has an opportunity to operate a sewing machine and press open seams. A race is conducted to emphasize the difference between assembly-line production and doing it all yourself. Where possible, a fieldtrip is taken to a garment factory.

THE PLUMBER 4-19

SUMMARY: This unit explores the things in a home which require the skills of a plumber to install or repair. It explains a plumber's tools, pipes, fittings and a complete faucet and how it works. Information is also given on a plumber's apprenticeship and how to do some emergency repairs at home.

SUGGESTED ACTIVITIES: Students are asked to display tools, pipes, and fittings and to explore their uses. They take apart old faucets to see how they work.

THE JEWELER 4-20

SUMMARY: This unit discusses briefly the history of jewelry. The students study different types of stones and learn how a jeweler designs and makes jewelry. The duties, qualifications, and responsibilities of a retail jeweler and repairman are examined.

SUGGESTED ACTIVITIES: The students create jewelry designs, and they make one item of jewelry. A fieldtrip is taken to a jewelry shop. The class plays a "What's My Line" game. Students become acquainted with lapidary equipment where available within the school, or a field trip is arranged for students to visit a lapidary.

LIBRARIAN 4-21

SUMMARY: This unit shows the librarian as a person involved in serving others through sharing books. It discusses her many roles including processing books, reference, circulation, promoting good reading, and teaching skills and correct library usage. The students learn how a library is organized, how books are created, how they can help preserve them, and how to locate materials and information for themselves.

SUGGESTED ACTIVITIES: Phone books are used to provide experience in alphabetizing and in locating things. Many worksheets teach use of shelf order, Dewey Decimal system, and the card catalog. Where a library is available, research and location activities are given, and students are encouraged to be library helpers. They are given many different ways to share books they have read.

SPECIAL MATERIALS: WOW Filmstrip: "What Is a Librarian?"

MANUFACTURING 4-22

SUMMARY: Pioneers made all of their needed items at home. Different Utah manufacturing firms and their products are studied. The class discovers that most manufacturing uses natural resources and is done by machines. The effect of defense activities on Utah economy is discussed. The importance of good advertising is studied.

SUGGESTED ACTIVITIES: The class participates in a pioneer day where different groups of students make butter, bread, soap, tie quilts, pull taffy, etc. Using a telephone directory, the students locate all the fabric and apparel industries in their locality. A fieldtrip is taken to a food processing plant and a brick kiln. The students learn how to knit. A resource person visits class and demonstrates leather tooling. The class makes a scrapbook which illustrates different industries in Utah.

5

AIRLINES 5-1

SUMMARY: This unit examines the preparation and duties of pilot, copilot, dispatcher and flight engineer for their responsibilities in the safe transportation of goods and passengers. It explores the flight crew's dependence on each other, their instruments and the controllers. The flight attendant's job is discussed as a service occupation as are the others who help keep the airport running smoothly. Students have an opportunity to learn about people and events in the development of aviation, the parts of a plane and how they work, and the variety of jobs available in the field of flying.

SUGGESTED ACTIVITIES: Two games demonstrate the flight crew's dependence on the directions of others. Several areas are outlined for individual research and reporting. Students are encouraged to achieve new goals by earning "wings" in different fields.

THE BARBER AND THE BEAUTICIAN 5-2

SUMMARY: The effect of good health and grooming on appearance is analyzed. The students discuss proper care of skin, hair, hands and feet. The duties and special requirements of a barber and beautician are outlined, and the business aspect of their work is studied.

SUGGESTED ACTIVITIES: The students participate in a "Good Posture Parade," and a jogging campaign. They make homemade deodorant. A barber and beautician visit class and demonstrate proper brushing, shampooing and blow drying techniques. The students prepare a personal grooming journal. A beauty or barber shop is established and operated as a class project.

MINING 5-3

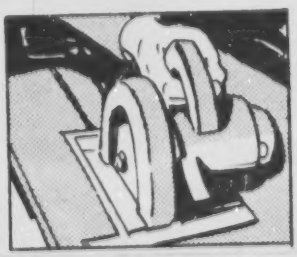
SUMMARY: This unit discusses Utah's mining industry. The students become familiar with Utah's major mineral deposits, and learn to appreciate their value. The development and contributions of Utah's copper, iron, coal, salt, uranium, natural gas and oil industries are examined.

SUGGESTED ACTIVITIES: The students locate major mineral deposits on a mineral map of Utah. Samples of different minerals are displayed. A trip is taken to the Kennecott Copper Mine and Morton Salt Company. The students make plaques using copper tooling.

THE CARPENTER 5-4

SUMMARY: The students study the different kinds of wood and nails used by a carpenter. The class becomes familiar with different carpenter skills and tools. They gain appreciation for the work of a carpenter.

SUGGESTED ACTIVITIES: A collection of carpenter tools and nails is assembled. A carpenter demonstrates the use of his tools. A nail pounding contest is conducted. Each student completes a project using the tools and skills of a carpenter. The instructions for three different projects are included in the unit.



FOREST SERVICES 5-5

SUMMARY: Responsible citizens respect and care for personal, family, community and federal resources. The students become familiar with Utah's nine national forests and their resources. They discuss the main responsibilities of forest service workers and their interest in multiple-use management of forest lands, to assure continuous yields of forage, recreational activities, timber, water, and wildlife. The basic steps in the development of a mature forest are outlined.

SUGGESTED ACTIVITIES: The class participates in a community clean-up campaign. They send for information on Utah National Forests. The different parts of a tree trunk are examined. Reports are prepared on different wildlife in Utah's National Forests. A forest ranger visits class as a resource person.

THE BEEF INDUSTRY 5-6

SUMMARY: This unit introduces the students to the different aspects of the beef industry. They discuss the raising of beef, treating of illness, processing of meat, and the selling of major cuts of beef. The responsibilities of the rancher, veterinarian, auctioneer, packer, and butcher are studied.

SUGGESTED ACTIVITIES: Fieldtrips are arranged for a feedlot, stockyard auction, packing plant and butcher shop. The students draw a mural of a cattle ranch and make a tabletop ranch. A small calf is brought to school for the class to observe. The students design their own cattle brands and make an item out of leather. They conduct a mock auction, make homemade soap, and cook some sloppy joe hamburgers.

THE MECHANIC 5-7

SUMMARY: Gas engines are vital to modern civilization and are kept in operating condition by mechanics. The students learn how to identify 20 engine parts and 22 common mechanic tools. They discover how two-cycle, four-cycle, V-8, diesel, and rotary engines operate. The students are introduced to different mechanical-vocational jobs.

SUGGESTED ACTIVITIES: Students collect pictures of motor-using vehicles. They identify the different parts of a lawn-mower motor. A Mazda rotary engine is examined The students draw pictures of motor-driven cars and airplanes, etc. The class visits a mechanic at work.

THE NEWSPAPER 5-8

SUMMARY This unit introduces the students to the duties and responsibilities of the newspaper editor, rewrite man, reporter, corrector, photographer, cartoonist, and paper boy. The students define news and discuss its importance to a community. They become familiar with the purposes of a newspaper and analyze the characteristics of a news story, cartoon, sports story, editorial page and feature story.

SUGGESTED ACTIVITIES: The students write a news story, edit a feature story, correct a news story, draw a cartoon, and make a crossword puzzle. They staff and operate a class newspaper. Commercial newspapers are checked for errors. The students locate and circle major news stories in several issues of a newspaper.

OFFICE WORKERS 5-9

SUMMARY: The class becomes familiar with the different categories of office work. They are introduced to the purchasing, manufacturing, developing and dealing aspect of office paper work. The job responsibilities of several office workers are listed. The history and development of office work are briefly outlined.

SUGGESTED ACTIVITIES: Several WOW Worksheets are used with each lesson. A fieldtrip is taken to a business office. The students participate in office work activities. (These are outlined in detail in the WOW unit "Secretary." A copy of this unit will need to be obtained.)

POLITICAL WORKERS--NATIONAL 5-10

SUMMARY: This unit begins with an introduction to the United States Constitution, Bill of Rights, and Declaration of Independence. The students become acquainted with the tremendous powers and responsibilities of the President of the United States. They study the legislative branch of government, the process of making laws, and the structure and authority of the Supreme Court. The rights and responsibilities of each citizen of the U S are discussed. The students discover qualities and characteristics that are common to most great leaders.

SUGGESTED ACTIVITIES: The students write a classroom constitution and establish a government to help with daily classroom functions. They research a famous election, the structure of the President's cabinet, and the construction of the White House. Several students make the President's flag. A display on Washington D C. is prepared.

THE ORTHODONTIST 5-11

SUMMARY: An orthodontist is a dentist who is trained to diagnose and treat abnormal teeth arrangements. He uses an orthodontic appliance (bands, archwires, rubber bands and headgear). The students are introduced to occlusions and malocclusions. They discuss good dental health habits Dental-related careers are also introduced.

SUGGESTED ACTIVITIES: The students make posters, write limericks or slogans, and make orthodontic appliance safety charts. They research different dental careers.

SERVICE STATION 5-12

SUMMARY: This unit acquaints the students with the duties and responsibilities of the service attendant as he services automobiles, sells and installs parts and accessories, and does maintenance and repair work. Proper tool use and safety is discussed.

SUGGESTED ACTIVITIES: The students become familiar with maintenance and repair services. The class takes a tour to a gasoline station.

WORK THROUGH ART 5-13

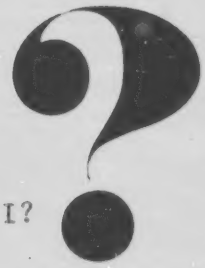
SUMMARY: The students' appreciation for art will be stimulated by studying some of the great masters: their lives, their works, and their techniques. The students will explore many art mediums and discover their use in occupational fields and for the enjoyment of leisure time.

SUGGESTED ACTIVITIES: The students research artists and their works, and visit museums or art show in the area. They try different mediums of art expression with the help of community resource people.

ELECTRONICS 5-14

SUMMARY: This unit discusses the basic electron theory and how the science of electronics has been used in the home, industry, science and space. Special emphasis is placed on communication through electronics.

SUGGESTED ACTIVITIES: The students make a simple telegraph and telephone. A fieldtrip is taken to an electrical power plant and an electronic supply shop.



WHO AM I? 5-15

SUMMARY: This self awareness unit is written to help each student understand himself, his goals, feelings, handicaps, and talents, and to teach him how to interact with his family, friends and teachers. The student is introduced to many different jobs, and studies them in relationship to his own personality.

SUGGESTED ACTIVITIES: Each student prepares a weekly schedule for the care of his bedroom. The students participate in a panel discussion. They discover likes and dislikes of family members. Groups of children solve problems using the scientific steps of problem-solving. They participate in a "Who Owns It" quiz and a "What's My Line?" game.

FROM BARTER TO BANKING 5-16

SUMMARY: Barter is the exchange of one product or service for that of another. The students discuss why barter isn't used today, and how money is utilized as a medium of exchange. The duties, responsibilities and opportunities of different bank employees are studied. The students analyze the functions of a checking account and a savings account. The purpose of a safe deposit box is discussed.

SUGGESTED ACTIVITIES: The students participate in a barter trading party. They compare dates on old coins and examine paper currency. The class plays an inflation game. A group of students interview officials of a local bank. The students label the different parts of a check and practice writing several of their own.

WEIGHTS AND MEASURES 5-17

SUMMARY: The students discuss the history of measurements and weights and become familiar with the metric system. They study a variety of jobs that involve the use of measurements. The establishment, regulation and inspection of United States Standards of Weights and Measures is investigated. The duties of the Utah State Commissioner of Agriculture, his inspectors and the city sealer of weights and measures are outlined.

SPECIAL ACTIVITIES: Small groups of students make a time line chart showing important dates and events regarding the early history of weights and measures in the United States. The students locate an official Utah State weights and measures seal of approval. They check newspaper ads for labeling information and compare prices of similar commodities produced by different companies.

*Special books must be obtained in order to teach this unit.

RECREATION 5-18

SUMMARY: All people need some form of recreation. People spend their leisure time in self-improvement activities or in helping others. The students become acquainted with the purpose of physical activities and sports in a fitness program. The qualifications, preparation and responsibilities of different recreation leaders are discussed.

SUGGESTED ACTIVITIES: The students do research on the early history of physical education, physical education in the United States, and careers in physical education. The class participates in several activities from the President's Physical Fitness Program. An extensive outline of games, and arts and crafts activities, is included at the end of the unit for student involvement.

6

THE ARCHITECT 6-1

SUMMARY: An architect designs and draws plans for buildings, and supervises their construction. The students become familiar with the duties, responsibilities and qualifications of an architect. They also explore his use of new materials provided by industry.

SUGGESTED ACTIVITIES: The students discuss, draw, research and construct to find out about architecture and man-made environment.

BANKING 6-2

SUMMARY: This unit discusses the purpose of banks and outlines a savings program, checking account, loans and safety deposits. The different bank employees are listed, and their job qualifications and responsibilities are discussed. The students study stocks, inflation, stabilization and close out.

SUGGESTED ACTIVITIES: The students establish and operate a class bank. They make individual wallets. A white elephant auction is conducted. A fieldtrip to a bank or stock broker is arranged. The students experience working with imaginary stocks, and discover the effect of inflation and depression on wages and prices.

THE DOCTOR 6-3

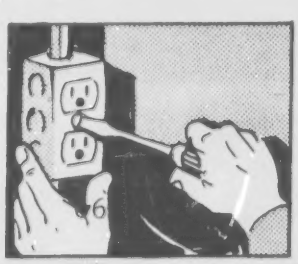
SUMMARY The human body is compared to a "supermachine." The students learn why our bodies need regular rest, physical exercise and balanced meals. They discover how many years of schooling and how much money is involved in preparing to become a doctor The three tasks of a doctor --diagnosis, treatment and prevention--are discussed

SUGGESTED ACTIVITIES: The students are involved in research study A medical doctor visits class and discusses his job and its requirements. The students grow mold similar to penicillin, research various types of drugs, study famous medical researchers, and prepare reports on different types of diseases.

THE ELECTRICIAN 6-4

SUMMARY This unit introduces the students to electricity, the indispensable role it plays in our lives, and outlines electrical safety rules. The duties and responsibilities of a meterman, lineman, electrical engineer, and electrician are studied. The students also discuss electrical equipment, symbols, an electrical wiring system, and simple circuits

SUGGESTED ACTIVITIES: The students perform experiments and research the use of conductors and insulators They examine an electrical meter, fuse, switch and receptacle. Pictures are collected of different things that use electricity. A fieldtrip is taken to an electrical power plant



MECHANICS AND REPAIR 6-5

SUMMARY. This unit is related to The Mechanic a unit which was prepared for fifth grade science. The Mechanic unit should be a prerequisite to Mechanics and Repair so students are familiar with the internal combustion engine. Students will be exposed to repair by replacing parts, welding, prefabrication, painting, etc

SPECIAL ACTIVITIES. Group tours are arranged for students to visit a garage, a steel fabrications company, and a welding shop. A special presentation is arranged through the district High School Vocational Agriculture Department in farm mechanics and repair.

LAW ENFORCEMENT 6-6

SUMMARY. The students discuss laws and why they are necessary. They outline characteristics of a good citizen. The responsibilities and qualifications of a policeman are studied. The students become familiar with the organizational chart of a city and county police department. They discuss criminal acts and apprehension of a suspect. The responsibilities of a Justice of the Peace are outlined, and the purpose of trial by jury is explained.

SUGGESTED ACTIVITIES: The students do research on police departments and interview an administrative police officer. A lawyer visits class and discusses his work as it relates to jury trials. The class participates in a mock trial.

THE SALESMAN 6-7

SUMMARY: The students become aware of the many types of selling careers. The effect of selling and advertising upon our economic system is discussed. The duties, responsibilities, training and qualifications of a salesman are outlined. The class studies the various reasons people have for buying items, and the different types of customers are analyzed.

SUGGESTED ACTIVITIES: A fieldtrip is taken to a retail store. Each student tries to sell a certain object to the class. He prepares a sales presentation about his product. The students compare and study various store displays.

THE SECRETARY 6-8

SUMMARY: The students explore the various types of secretarial jobs. They discuss the many responsibilities and personal qualifications of a good secretary. Characteristics of a proper letter are outlined, and a telegram form is studied. Telephone courtesy is discussed.

SUGGESTED ACTIVITIES: Each student completes a job agenda form. Using a grooming evaluation sheet, each student evaluates his own grooming habits. The students write sentences or short poems in shorthand. A typewriter keyboard is examined. Each student writes a letter using the elements of good letter writing. The students prepare personal resumes and complete job application forms.

AEROSPACE INDUSTRY 6-9

SUMMARY: Students begin by dividing into committees. Each committee studies, and reports back to the class, information on a particular part of the history or function of the flight industry (e.g., history of flying, commercial flying, private flying, early space flying, and skylab). All reports have emphasis on the worker and his function. The scientific principles of flight are discussed.

SUGGESTED ACTIVITIES: Each student is asked to blow on a piece of flat paper to determine if the paper lifts when air passes over or under it. Students build paper airplanes and have a contest to see whose stays in the air the longest and whose flys the farthest. A climax to the unit is where each student constructs a working model rocket. On a selected day the rockets are fired from the school playground. Plans for measuring and recording the height of each flight are included in the unit.

HOW AM I CHANGING? 6-10

SUMMARY: We need to show respect and be sensitive to the needs of others. The students study the difference between inherited and learned characteristics. They set goals for self-improvement. The importance of having quality friendships is stressed. The students analyze change and how to adjust successfully to changes. The value of making early career choices is discussed.

SUGGESTED ACTIVITIES: Each student writes his autobiography and does research on his ancestors. The students develop their own time organization plan. Descriptive stories about friends are written. The students rate their own friendship attributes. They prepare talks on "How to Keep Friends." Arrangements are made for students to exchange letters with pen pals from another school. They role play the parts of an employer and future employee.

PHOTOGRAPHY 6-11

SUMMARY: The students investigate different kinds of photography. They study the various parts of a camera and learn how to operate it correctly. The composition of film is analyzed. The class discusses how photographic prints are made from negatives. They learn that a photographer must be trained to take good pictures. Principles of good photographic lighting are practiced.

SUGGESTED ACTIVITIES: A photographer is invited to visit class and demonstrate the developing process. Each student assists in developing some film. A fieldtrip is taken to a photo shop. The students create pictures, using the rules of good photographic composition. Working in teams of two, the students experiment with lighting effects. Each student takes some pictures, develops the film in class, prints the negative, and analyzes his own work.

HORTICULTURE 6-12

SUMMARY: The students become familiar with horticulture career opportunities. They learn how a botanist classifies plants. They discover that plants need light, air, heat, water, minerals and soil. The job responsibilities of a nurseryman and florist are investigated. The class studies plant hybridization. They discover how plants are used for food.

SUGGESTED ACTIVITIES: Using a magnifying lens, the students examine plants and learn the difference between monocotyledons and dicotyledons. They make a collection of cones and needles from various conifer plants. The class dissects a flower and counts the rings on a tree stump. Several experiments are conducted. The students make a terrarium and visit a greenhouse. A florist visits class and demonstrates flower arranging. The students trace a given menu back to green plants.

BABY SITTING 6-13

SUMMARY: It is important that a baby sitter be familiar with the family, and understand the expectations the parents have regarding the care of their children. The students discuss how to handle their financial negotiations with tact. They learn how to fold diapers, diaper a baby, dress, feed, and handle a child. Instructions are given for treating minor bumps, burns, and cuts. The class discusses different ways to entertain children.

SUGGESTED ACTIVITIES: Each student composes his own "Babysitter's Pledge." The students practice folding diapers, diapering a doll, dressing a doll, and burping a doll. First-aid kits are made. Each student prepares a flannelboard story and a file of games, finger plays, stories, and songs to use when baby sitting. A "sitter's kit" of play materials is assembled by each student.

THE MORTICIAN 6-14

SUMMARY: This unit helps the student realize that death is a natural consequence of birth. The students become familiar with the mortuary business, the services rendered by a mortician, the vault company, monument company, and the cemetery business manager. Customs and traditions that accompany death and burial are discussed.

SUGGESTED ACTIVITIES: The class takes a tour of a local mortuary, a vault company and a cemetery. Each student writes his personal history, a will, and examines some obituary notices. A mock funeral is conducted in the class. The students research ancient and modern funeral customs.

UNIT OUTLINE

Each teaching unit has been prepared by a classroom teacher and includes suggested activities that are pertinent to the particular grade level. Each is correlated with the elementary curriculum by placing it in the subject area where the teaching of career concepts is most pertinent. Nothing is taken from the curriculum and very little is added--just those ideas that promote good teaching.

Each unit contains:

I. Objectives
   - A. Policy objectives
   - B. Curricular objectives
   - C. Instructional objectives

II. Assignment by
   - A. Elementary curriculum area
   - B. World of Work career clusters

III. Teaching activities
   - A. Learning experiences for children
   - B. Classroom activities
   - C. Field trips
   - D. Resource people
   - E. Hands on experiences

IV. Suggested resources including addresses of suppliers for:
   - A. Books
   - B. Filmstrips
   - C. Tapes
   - D. Transparencies
   - E. Films
   - F. Realia
   - G. Etc.

It is suggested that these units be only an outline for teachers. If a teacher chooses to follow each activity as written, the program will be minimal. Teacher creativity and imagination is urged in order to improve the learning experiences for children.

Conservation & Agri. Bus. — Cluster

The Beef Industry — Area of Study

CONCEPT: Many people are needed to bring beef from the ranch to the family.

OBJECTIVE: The child will be able to list the major workers involved in the beef industry and their primary responsibility. (Rancher, veterinarian, auctioneer, packer, and butcher.)

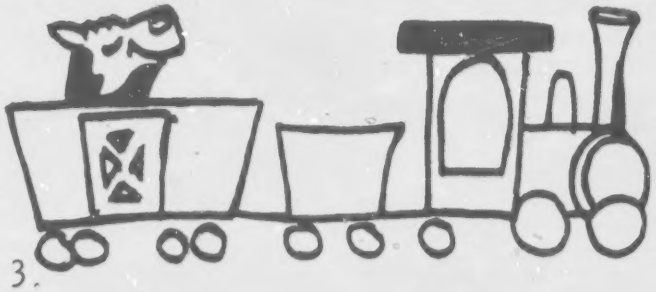
WHAT I NEED	WHAT I DO
Shoe box, paper, glue, scissors, etc.	1. Prepare a "beef box." Children can submit questions they desire to be answered, items or activities they desire to pursue during the unit, suggestions, etc.
WOW Worksheets: From Ranch to Roast. 01 01. People Who Produce A Steak. 01 02.	2. Prepare bulletin boards using the included charts. Label them: a. "From Ranch to Roast" b. "People Who Produce a Steak" (These small drawings could easily be enlarged on the opague projector for the bulletin boards.)
Crayons, manila paper, stapler.	3. Have the children make a manila folder. They will illustrate the front to represent any aspect of the beef industry they choose. The sides of the folder should be stapled. The completed folder could then be taped up in the room and serve as a file for the child's papers during the unit.
	4. Discuss the children's experiences with cattle. a. How many children have been on a ranch? b. Who has seen beef cattle? c. What was the ranch like?

WHAT I NEED	WHAT I DO
WOW Worksheet: From Ranch to Roast. 01 01.	5. Discuss briefly what people are involved in getting cattle from the ranch to the home. Give each child a copy of the sheet entitled "From Ranch to Roast." Point out to the children the various workers who will be studied during this unit. Ask the children what the various workers do in the production of beef. This should be brief and serve as an overview.
	6. Construct an interest corner. Some items to be included are: a. syringe b. bolus (cow pill) and bolus gun and plunger c. a piece of leather d. branding iron e. beef heart f. cow bell g. ear tags and stapler
WOW Worksheet: Livestock Language. 01 03.	7. Prepare a ditto copy of the sheet entitled "Livestock Language" for each child. Allow the children sufficient time to study the vocabulary and then quiz them. Children could be divided into teams, etc. This could be filed in their folder.
	8. Show SVE filmstrip 211-3 "How We Get Meat." It shows how animals are raised for meat, how meat is processed, etc. Shows how stores obtain fresh meat. Stresses importance of meat in North American diet. (52 frames, 7½ min.)
	9. Show SVE filmstrip 203-4 "The Story of Meat." Ranches, stockyard, processing--various cuts. Helps promote understanding of the meat industry and encourage further reading.

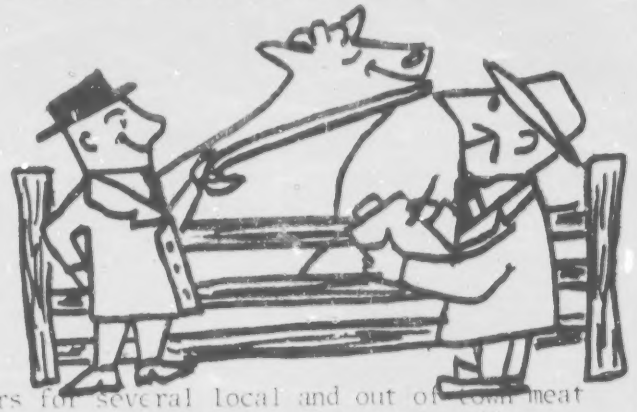
From Ranch to Roast

1. This calf was born on a Utah ranch. It suckled its mother for several months and ate grass, but probably received no other feed. It takes up to ten acres of range grazing land to support one cow and calf.

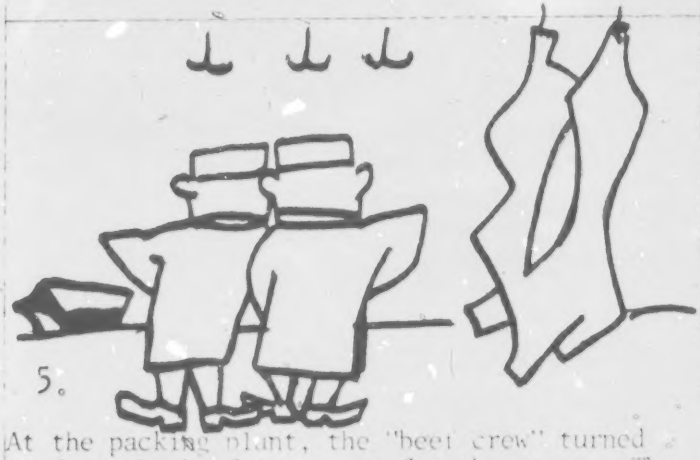
2. When it was about a year old the calf was sold to an Idaho farmer for finishing (fattening). In the feedlot, corn and high-protein feeds add extra pounds and extra flavor to beef.



3. After several months in the feedlot, our calf, now a full-grown steer, was sent by rail or truck to the stockyards. A marketing firm offered the steer for sale.



4. Buyers for several local and out of town meat packing companies put in bids (made offers) and the highest bidder got the animal. This steer was one of a carload bought by an Ohio meat-packing company.



5. At the packing plant, the "beef crew" turned beef on the hoof into meat for the store. The beef carcass was inspected (examined for signs of disease), chilled, and cut into quarters for shipment.

6. In a refrigerated truck or boxcar, the quarters of beef were shipped to the packing plant's branch house in New York's wholesale meat district.

From Ranch to Roast (cont.)

7. The owner of a Brooklyn meat market came to the branch house to buy meat. After comparing prices and quality of the many carcasses, he selected a quarter of our steer.

8. In the store, the quarter of beef was cut into steaks, roasts, stew meat, and hamburger. The butcher arranged the beef cuts in his display case along with the pork, lamb and veal cuts.

9. A housewife came to the butcher shop and looked at all of the meats in the counter. After comparing values she decided on roast for her family's dinner that night.

The attached list of teaching units are those that have been recommended by the World of Work staff for a minimum program in career education for elementary school students. They are identified by a number, grade level, curriculum area, and cluster; other information concerning the units is also given. Each unit will contain the learning objectives which become the scope and sequence for the lemenetary school All units need not be taught at each grade level; three or four units chosen by the teachers each year would provide students with the experiences needed to meet the objectives.

The price of the units is $1.25 per copy, which covers printing costs. Please order units with district purchase order. World of Work Project, Provo School District, P.O. Box 949, Provo, Utah 84601.

TITLE OF UNIT	CURRICULUM AREA	CLUSTER
KINDERGARTEN (Area of Study--Self & Home)		
K-1 Homemakers	Social Studies	Food, Health & Home
K-2 Parents' Work From "A" to "Z"	Social Studies	Community
K-3 Our School Workers	Social Studies	Community
K-4 The Five Senses		
FIRST (Area of Study--Family & Home)		
1-1 The Dairy Farm	Health	Conservation & Agri. Bus.
1-2 Hospital	Health	Food, Health & Home
1-3 House Builders	Social Studies	Power & Energy
1-4 Our Friend The Policeman	Social Studies	Community
1-5 News To Me	Social Studies	Distributive
1-6 Simple Machines	Science	Power & Energy
1-7 Zoo Animals & Workers	Science	Community
1-8 What Am I Like?		
1-9 The Egg Industry	Science	Conservation & Agri. Bus.
SECOND (Area of Study--Neighborhood & Community)		
2-1 Bicycle Laws & Safety	Social Studies	Power & Energy
2-2 The Dentist	Health	Food, Health & Home
2-3 The Druggist	Health	Food, Health & Home
2-4 Concrete & Masonry	Science	Industrial
2-5 Fire Department	Social Studies	Community
2-6 Food Services	Social Studies	Distributive

	TITLE OF UNIT	CURRICULUM AREA	CLUSTER
SECOND	(Area of Study--Neighborhood & Community cont.)		
2-7	Post Office Workers	Language Arts	Community
2-8	Restaurants	Social Studies	Distributive
2-9	The Small Farmer	Social Studies	Conservation & Agri. Bus.
2-10	The Supermarket	Math	Distributive
2-11	Is It Good To Be Different?		
2-12	Sounds All Around	Science	Power & Energy
2-13	Hotels & Motels	Social Studies	Distributive
THIRD	(Area of Study--Cities)		
3-1	The Bakery	Health	Distributive
3-2	Big Machines	Science	Power & Energy
3-3	Community Workers	Social Studies	Community
3-4	The Optometrist	Health	Food, Health & Home
3-5	Political Workers--City	Social Studies	Community
3-6	What Things Do I Do Best?		
3-7	The Sheep Industry	Social Studies	Conservation & Agri. Bus.
3-8	The Telephone	Language Arts	Communications
3-9	Honey Industry	Science	Conservation & Agri. Bus.
3-10	The Garbageman	Health	Community
3-11	Clothing	Social Studies	Food, Health & Home
3-12	Turkey Industry	Science	Conservation & Agri. Bus.
FOURTH	(Area of Study--County & State)		
4-1	Electricity and the Power Plant	Science	Industrial
4-2	Food Services	Health	Food, Health & Home
4-3	Fruit Farmers	Social Studies	Conservation & Agri. Bus.
4-4	Iron & Steel	Science	Power & Energy
4-5	The Nurse	Health	Food, Health & Home
4-6	Nutrition	Health	Food, Health & Home
4-7	Musical Instruments	Fine Arts & Crafts	Community
4-8	Political Workers--State & County	Social Studies	Community
4-9	Printing & Graphics	Fine Arts & Crafts	Industrial
4-10	Radio & Television	Language Arts	Communications
4-11	Railroads	Social Studies	Distributive
4-12	Surveyor	Math	Industrial
4-13	Transportation	Social Studies	Distributive
4-14	Water Usage & Conservation	Science	Conservation & Agri. Bus.

TITLE OF UNIT	CURRICULUM AREA	CLUSTER
FOURTH (Area of Study--County & State cont.)		
4-15 Weather & Meteorology	Science	Conservation & Agri. Bus.
4-16 What Are My Interests?		
4-17 Veterinarian	Science	Food, Health & Home
4-18 The Garment Factory	Social Studies	Industrial
4-19 The Plumber	Science	Industrial
4-20 The Jeweler	Science	Distributive
4-21 Librarian	Language Arts	Community
4-22 Manufacturing	Social Studies	Industrial
FIFTH (Area of Study--United States & The American Civilization)		
5-1 Airlines	Social Studies	Power & Energy
5-2 The Barber & The Beautician	Health	Food, Health & Home
5-3 Mining	Social Studies	Industrial
5-4 The Carpenter	Math	Industrial
5-5 Forest Services	Science	Conservation & Agri. Bus.
5-6 The Beef Industry	Health	Conservation & Agri. Bus.
5-7 The Mechanic	Science	Power & Energy
5-8 The Newspaper	Language Arts	Communications
5-9 Office Workers	Language Arts	Community
5-10 Political Workers--National	Social Studies	Community
5-11 The Orthodontist	Health	Food, Health & Home
5-12 Service Station	Science	Conservation & Agri. Bus.
5-13 Work Through Art	Fine Arts & Crafts	Distributive
5-14 Electronics	Science	Power & Energy
5-15 Who Am I?		
5-16 From Barter to Banking	Math	Distributive
5-17 Weights and Measures	Math	Industrial
5-18 Recreation	Physical Education	Food, Health & Home
SIXTH (Area of Study--Man & His World Environment)		
6-1 The Architect	Fine Arts & Crafts	Industrial
6-2 Banking	Math	Distributive
6-3 The Doctor	Health	Food, Health & Home
6-4 The Electrician	Science	Power & Energy
6-5 Mechanics & Repair	Science	Power & Energy
6-6 Law Enforcement	Social Studies	Community

TITLE OF UNIT	CURRICULUM AREA	CLUSTER
SIXTH (Area of Study--Man & His World Environment cont.)		
6-7 The Salesman	Language Arts	Distributive
6-8 The Secretary	Language Arts	Community
6-9 Aerospace Industry	Science	Power & Energy
6-10 How Am I Changing?		
6-11 Photography	Science	Industrial
6-12 Horticulture	Science	Conservation & Agri. Bus.
6-13 Baby-Sitting	Health	Food, Health & Home
6-14 The Mortician	Health	Community

Filmstrips to be correlated with particular units. Filmstrips and cassette tapes available, $7.00 per package (1 filmstrip and 1 cassette tape).

Homemakers

Homemakers

Hospital

A City Within A City

Our Friend The Policeman

What Is A Detective?
The Pinched Penny
The Friendly Fuzz
Bone Up On The Canine Corps

Bicycle Laws & Safety

Bicycle Safety

The Bakery

Ye Olde Bake Shoppe

Post Office Workers

From My House To Your House

The Telephone

All About Telephones

Librarian

A Librarian Is . . .

The Newspaper

Newspaper First Page
Newspaper Sections & Parts
The Newspaper Staff
Newspaper Purposes
The News and Feature Stories

The Secretary

A Word About Secretaries

WORLD OF WORK OBJECTIVES

THE WORLD OF WORK AND MAN'S RELATIONSHIP TO IT

1. TO DEVELOP A POSITIVE AND REALISTIC SELF CONCEPT AND A RESPECT FOR OTHERS.

   a. To respect and accept myself and the contributions that I make in my home, class, and community.

   b To learn that I need to gain knowledge and develop skills to perform certain tasks in my home, school, and community.

   c. To respect the contributions made by all individuals.

   d. To learn which things I ought to do first for the good of myself and others.

   e. To learn how much time, effort, and money is necessary to achieve a given task

   f. To identify the basic steps in the decision-making process: identifying and analyzing the problem, determining possible solutions, experimenting, evaluating, and making needed changes

   g. To understand and support social and economic laws which govern and benefit society.

   h. To respect the property of individuals, businesses, and the public

   i. To be aware of my own strengths and weaknesses.

   j. To be aware that there are both positive and negative influences

   k. To learn that accepting responsibility for my actions is important in my relationship with others

2. TO DEVELOP AN AWARENESS THAT WORKERS PERFORM THEIR LABORS FOR MANY REASONS

a. To achieve economic stability, that is, adequate food, shelter, and clothing.

b. To contribute economically and socially to the society in which they live

c. To provide themselves with economic means for developing talents, pursuing educational and recreational goals, and using leisure time wisely

d. To gain satisfaction for a job well done.

e. To provide the worker and his family with the things they need as they progress through life

f. To gain pride and dignity from their work.

3. TO DEVELOP AN AWARENESS THAT WORK ESTABLISHES SOCIAL AND ECONOMIC VALUES

a. To learn that workers depend upon one another

b. To learn that work enables people to become economic and social supporters of the community

c To learn that work develops responsible citizenship

d. To learn that people organize their lives around their work.

e. To learn that men can conserve natural resources.

f To learn that work contributes to the unification of the nation.

g To learn that men use raw materials to make finished products.

h. To learn that men use the assembly line method and modern technology in the production process.

i To become aware of the law of supply and demand and how it may affect our lives.

4. TO DEVELOP AN AWARENESS THAT THERE ARE A WIDE VARIETY OF JOBS IN OUR SOCIETY.

a. To learn that parents have many kinds of jobs

b. To learn that there are many kinds of jobs in our school.

c. To learn that there are many jobs in the community.

d. To identify similarities of local careers to careers in general.

e. To learn that there are clusters or families of related occupations.

f. To be aware that the worker functions with one or more of the following: people, data, products, services or ideas.

g. To learn that jobs may continue, change, disappear or be created.

h. To learn that the different kinds of occupations require different kinds of preparation.

INDEX

Aerospace Industry, 69
Airlines, 55
Architect, The, 65
Baby Sitting, 71
Bakery, The, 35
Bank, The, 65
Barber and the Beautician, 55
Barter to Banking, From, 62
Beef Industry, 57
Bicycle Laws and Safety, 27
Big Machines, 35
Career Education, 6
Career Education Training Program, 2
Carpenter, The, 56
Clothing, 40
Community Workers, 36
Concrete and Masonry, 28
Dairy Farm, The, 21
Dentist, The, 27
Doctor, The, 66
Druggist, The, 23
Egg Industry, The, 25
Electrician, The, 66
Electricity and the Power Plant, 43
Electronics, 61
Fire Department, 29
Five Senses, The, 19
Food Services (gr. 2), 29
Food Services (gr. 4), 43
Forest Services, 57
Foreword, 3
Fruit and Grain Farmers, 44
Garbageman, The, 39
Garment Factory, The, 51
Homemakers, 18
Honey Industry, 39
Horticulture, 70
Hospital, 21
Hotels and Motels, 33
House Builders, 22
How Am I Changing?, 69
Index, 83
Iron and Steel, 44
Is It Good to Be Different, 32
Jeweler, The, 52
Law Enforcement, 67
Librarian, 53
Manufacturing, 53
Mechanic, The, 58
Mechanics and Repair, 67
Mining, 56
Mortician, The, 71
Musical Instruments, 46
News to Me, 23
Newspaper, The, 58
Nurse, The, 45
Nutrition, 45
Office Workers, 59
Optometrist, The, 36
Ordering World of Work Units, 1
Orthodontist, The, 60
Our Friend the Policeman, 22
Our School Workers, 19
Outline of Grade Level Units, 77
Parents' Work from "A" to "Z", 18
Photography, 70
Plumber, The, 52
Political Workers, City, 37
Political Workers, National, 59
Political Workers, State and County, 46
Post Office Workers, 30
Printing and Graphics, 47

Radio and Television, 47
Railroads, 48
Recreation, 6
Restaurants, 30
Salesman, The, 68
Sample Lesson, A, 73
Scope and Sequence Chart, 15
Secretary, The, 68
Service Station, 60
Sheep Industry, The, 38
Simple Machines, 23
Small Farmer, 31
Sounds All Around, 32
Supermarket, The, 31
Surveyor, 38
Telephone, The, 38
Transportation, 49
Turkey Industry, 40
Unit Catalog, 13
Unit Outline, A, 72
Veterinarian, 51
Water Usage and Conservation, 49
Weather and Meteorology, 50
Weights and Measures, 63
What Am I Like?, 24
What Are My Interests?, 50
What Things Do I Do Best?, 37
Who Am I?, 62
Work through Art, 61
World of Work Objectives, 81
World of Work Project, 10
Zoo Animals and Workers, 24